

# · T H E · SCHOOL JOURNAL · N E W · Y O R K · A N D · C H I C A G O ·

VOLUME LI., No. 5.  
\$2.50 A YEAR: 6 CENTS A COPY.

AUGUST 17, 1895.

61 East Ninth St. New York  
252 Wabash Ave., Chicago, Ill.

## SPECIAL ANNOUNCEMENT

### BROOKS'S NEW ARITHMETICS READY IN JUNE.

The Normal Rudiments of Arithmetic  
The Normal Standard Arithmetic

By EDWARD BROOKS, A.M., Ph.D.,  
(Superintendent of Philadelphia Public Schools,) author of

The Famous Brooks Mathematical Series.

These books are entirely new and are based upon the principles which have made Dr. Brooks's books always popular and lasting with efficient teachers. In amount of contents and in grading they are carefully adapted to modern requirements. To the making of these new arithmetics Dr. Brooks brings his ample experience as normal school principal, superintendent of Philadelphia schools, member of the Committee of Fifteen and author of many mathematical books unprecedented for their success.

For particulars. Address,

CHRISTOPHER SOWER COMPANY,  
614 Arch Street, PHILADELPHIA.

## Supplementary Reading.

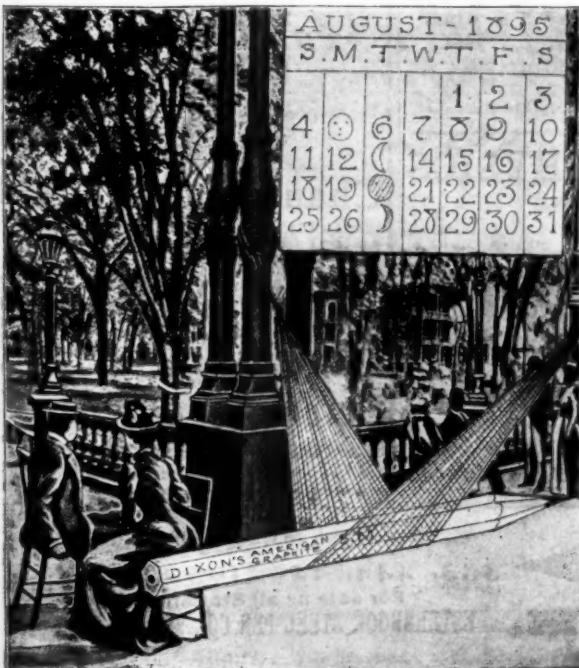
We take pleasure in announcing that we shall shortly begin the publication of a

### STANDARD LITERATURE SERIES FOR SCHOOL READING.

The numbers will be published Semi-Monthly and subscriptions for the series are invited. The early numbers will contain the following:

RHYMES AND FABLES,  
SONGS AND STORIES,  
FAIRY LIFE,  
BALLADS AND TALES,  
THE SPY,  
THE PILOT,  
By JAS. FENIMORE COOPER.  
ROB ROY and KENILWORTH,  
By SCOTT.  
EVANGELINE,  
By LONGFELLOW.  
and other standard literature.

UNIVERSITY PUBLISHING CO.,  
43-47 East Tenth Street, New York.



AND OH! IF THERE BE AN ELYSIUM ON EARTH  
IT IS THIS, IT IS THIS

—MOORE-LALLA ROOKH.

## DIXON'S AMERICAN GRAPHITE PENCILS

ARE GENERAL FAVORITES DURING VACATION DAYS—ALL HOLIDAY CORRESPONDENCE SHOULD BE DONE WITH THE SMOOTH RESTFUL LEAD PENCIL.

If you are not familiar with the Dixon, mention THE SCHOOL JOURNAL and send 16 cents in stamps for samples worth double.

Jos. Dixon Crucible Co., Jersey City, N. J.

A POCKET EDITION  
OF THE**KODAK**"One Button  
Does It,"FOR  
**\$5.00**

Makes  
"You Press It," pictures  
large enough to be good for  
contact printing and good  
enough to enlarge to any size.

Pocket Kodak loaded for 12 pic-  
tures,  $1\frac{1}{2} \times 2$  inches, - \$5.00  
Developing and Printing Outfit, 1.50

**EASTMAN KODAK COMPANY,**  
Sample photo and booklet for two 2-cent stamps.  
**ROCHESTER N. Y.**

## Physical and Chemical Apparatus

Microscopes, Telescopes and Lanterns,  
Dynamos, Motors and Electrical  
Test Instruments.

Anatomical Models.

Chemicals and Chemical Glass Ware.  
Special Apparatus to Order.

Send for Catalogues and Prices.

**ALFRED L. ROBBINS CO.,**  
(Successor Science Department National School Furn-  
ishing Co.) FACTORY AND WAREHOUSE:  
179-181 Lake Street, Chicago.  
Mention this paper. Established 1871.

**ESTABLISHED 1851.**  
**EIMER & AMEND,**  
205-211 Third Ave.,  
**NEW YORK.**



Everything necessary for  
the Chemical and Physical  
Laboratory will be fur-  
nished of best quality at  
reasonable prices.

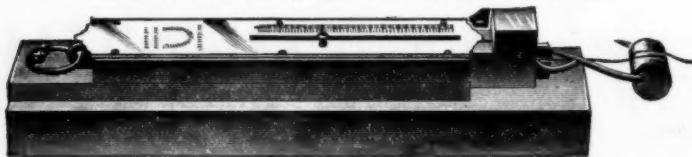
Glass and metal appa-  
ratus, special, made to order,  
according to drawings.

Glass blowing and en-  
graving done on premises.

**BEST FACILITIES FOR supplying teachers, all de-  
partments. First-class teachers wanted. N. Y.**  
**EDUCATIONAL BUREAU, 61 East Ninth St. N. Y.**

## THE NATIONAL COURSE IN PHYSICS

as recommended by THE COMMITTEE OF TEN.



HARVARD PHYSICAL APPARATUS.

Send for Descriptive Catalogue of Apparatus for this course; also Illustrated and Descriptive  
Catalogues of Chemical and Bacteriological Laboratory Supplies.

**FRANKLIN EDUCATIONAL CO., - BOSTON & CHICAGO.**

## Frick's Automatic Electric PROGRAM CLOCK.



Write for illustrated  
catalogue describing  
and illustrating its  
successful use in

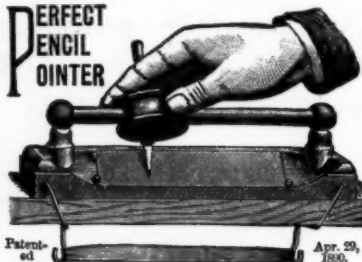
Public, Private,  
and Manual  
Training Schools,  
Academies,  
Colleges, and  
Factories, &c., &c.

One apparatus keeps  
every period in every  
room, every depart-  
ment and every build-  
ing, on time without  
the aid of the human  
hand.

Satisfactory Results  
Guaranteed.

**FRED. FRICK, Mfr.,**  
Waynesboro, Franklin Co., Pa.  
Lock Box, 406.

**PERFECT  
PENCIL  
OINTER**



**The BEST MACHINE for SCHOOL and HOME**  
it makes a **PERFECT POINT** and **NEVER**  
**BREAKS THE LEAD.**

"It is correctly named; the nearest to perfection of  
anything of the kind I ever saw."  
**WILLARD F. HYDE,**  
School Commissioner 24 Dist., Franklin Co., N. Y.  
All Stationers sell it. Price \$1, sent, express  
paid, \$1.25. SEND FOR CIRCULAR.  
**GOODELL CO., Antrim, N. H.**

**The KOMBI  
CAMERA - \$3.50**

Carry in pocket. Takes 25 perfect pictures  
in one loading—re-loading costs 2c. Ask  
your dealer for it, or send for free booklet  
"All About the Kombi."  
**ALFRED O. KEMPER,**  
Branches: London, Berlin. 122-124 Lake Street, Chicago

**WALMSLEY  
FULLER & CO.**

Physical and Chemical Apparatus.  
Microscopes, Telescopes,  
Photographic Supplies,  
Optical Lanterns & Slides.

Only complete Science Factory in the West.]

**INSTRUMENTS OF PRECISION TO ORDER**  
**CHICAGO.**

## Barnes' Foot and Power Machinery.



Lathes for wood  
and metal work,  
Scroll Saws, Cir-  
cular Saws, etc.  
Specially adap-  
ted for use in in-  
dustrial and  
MANUAL TRAINING SCHOOLS.  
Special prices to Educational In-  
stitutions. Catalogue and price  
list free by mail.

**W. F. & JOHN BARNES CO.,**  
911 Ruby Street, **ROCKFORD, ILL.**

## Educators—A Rare Chance.

Large stone buildings, 3-story and basement,  
steam heat, with fine large campus, can be ob-  
tained on very favorable conditions by respon-  
sible parties who will establish Military school or  
academy, former preferred. For particulars ad-  
dress, **C. H. EGGLESTON, Fox Lake, Wis.**



**THE  
PICTURESQUE  
TRUNK LINE  
OF  
AMERICA.**

**THE ONLY LINE WHOSE TRAINS ARE  
EVERYWHERE PROTECTED BY  
BLOCK SAFETY SIGNALS**  
**THE ONLY LINE  
WITHOUT CHANGE**  
**FROM**  
**NEW YORK,  
CHICAGO,  
CLEVELAND,  
CINCINNATI,**  
**TO**

**Beautiful  
Chautauqua Lake,**  
LOCATED AT A HIGH ALTITUDE,  
AMIDST CHARMING SURROUNDINGS,  
ITS SHORES DOTTED BY HOTELS  
OF UNUSUAL EXCELLENCE, CHAU-  
TAUQUA LAKE IS FAMOUS AS

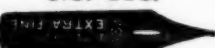
**THE IDEAL SUMMER RESORT.**

AND IS REACHED WITH SPEED,  
COMFORT AND SAFETY BY THE  
**PICTURESQUE ERIE LINES.**

**D. I. ROBERTS,**  
Gen. Passenger Agent.

**ESTERBROOK'S**  
**STEEL PENS.**

No. 333.



Standard School Numbers.

333, 444, 128, 105 and 048.

For sale by all Stationers.

**ESTERBROOK STEEL PEN CO., 26 John St, N. Y.**

# Trade Schools

that aim to turn out practical workmen, buy the best tools and buy them where practical mechanics buy theirs. Practical mechanics have been buying their tools from us for the past forty years.



HAMMACHER, SCHLEMMER & CO.

209 BOWERY

NEW YORK.

## ENGLISH MEN OF LETTERS. — FOR BOYS AND GIRLS. CHAUCER, SPENSER, SIDNEY,

BY MRS. GERTRUDE H. ELY.

For Supplementary Reading. For Teaching Literature to the Young. For General Reading.

The first of a series of books treating in bright, chatty, interesting way of English authors. It cannot fail to interest young people.

Cloth. Price, 50 Cents. Special Terms for Introduction.

All interested in Literature and Reading for the Young are urged to see this book.

E. L. KELLOGG & CO., New York and Chicago.

## TEACHERS' CO-OPERATIVE ASSOCIATION 6034 Woodlawn Av. CHICAGO

Established in 1884. Positions filled, 3,700: Seeks Teachers who are ambitious for advancement rather than those without positions

## THE FISK TEACHERS' AGENCIES, EVERETT O. FISK & COMPANY.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL, FREE.

4 Ashburton Place, Boston, Mass.; 803 Twelfth Street, Washington, D. C.;  
70 Fifth Avenue, New York, N. Y.; 420 Century Building, Minneapolis, Minn.;  
355 Wabash Avenue, Chicago, Ill.; 120 1/2 South Spring Street, Los Angeles, Cal.  
32 Church Street, Toronto, Can.

## No Fee for Registration. OUR PROFITS COME FROM COMMISSIONS AND NOT FROM ADVANCE FEES.

This is the best possible guarantee of faithful service. Miss Bodine, so long and favorably known in the Agency work (formerly chief clerk of the Teachers' Co-operative Association) will be pleased to hear from all her old friends, and to make the acquaintance of new ones, who wish either to secure teachers, or are ambitious for their own advancement. Write your wants very fully, to save time, and she will be glad to reply stating what she believes she can do for each. Address,

NATIONAL TEACHERS' AGENCY, Miss Olean Bodine, Manager,  
24-26 Van Buren Street, (Athenaeum) Second door east of Wabash ave., CHICAGO.

## THE BRIDGE TEACHERS' AGENCY Boston and Chicago

One Fee Registers in Both Offices. Send for Agency Manual.

Business Offices: 110 Tremont St., BOSTON. 211 Wabash Ave., CHICAGO.

## ALBANY TEACHERS' AGENCY.

Provides Schools of all Grades with Competent Teachers. Assists Teachers with Good Records in Obtaining Positions.

Correspondence with school officers and teachers is invited.

HARLAN P. FRENCH, Manager, 24 State St., Albany, N. Y.

## THE ALBERT & CLARK TEACHERS' AGENCY,

(C. J. ALBERT & B. F. CLARK, Managers.) 211 Wabash Ave., CHICAGO, ILL.

Established 1887. The largest and best equipped Agency in the West.

Agent for Northwest: C. P. ROGERS, Marshalltown, Ia.

## THE N. Y. EDUCATIONAL BUREAU.

BEST FACILITIES

WIDE ACQUAINTANCE

LONG ESTABLISHED

BEST KNOWN

RECOMMENDS

Offers unusual advantages to those either seeking positions or teachers. Our list of College and Normal graduates is incomparable. Connection with the well-known firm of E. L. Kellogg & Co. gives this Bureau a personal acquaintance with nearly every candidate as well as with Saperintendents, and others who want teachers. Special teachers furnished for all kinds of work. If you want a position it will pay you to write at once to

H. S. KELLOGG, Manager, No. 61 East 9th Street, New York.



## DRAWING MATERIALS. - - SURVEYING INSTRUMENTS.

The largest and best assorted stock in this line. We are thoroughly familiar with the requirements of schools of all grades and are supplying most of the best Colleges and Universities. Correspondence solicited. Catalogue on application.

## TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians of both sexes for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents' Selling and renting of school property.

E. MIRIAM COYRIERE,  
150 Fifth Avenue, cor. 10th St., NEW YORK CITY.

Teachers Wanted! Teachers Co-operative Association, 6034 Woodlawn Ave., Chicago. 4,000 positions filled.

## AMERICAN AND FOREIGN TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,  
American and Foreign Teachers' Agency,  
23 Union Square, New York.

For larger salaries, or change of location, address Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. ORVILLE BREWER, Manager.

TEACHERS of recognized ability wanted for high grade positions in Pennsylvania and other states. Send for circulars. NATIONAL EDUCATIONAL BUREAU, Robt. L. Myers, Manager, Harrisburg, Pa. (11th year.)

An Agency is valuable in proportion to its influence. If it merely bear of vacancies and that is something, but it tells you about them that is asked to recommend a teacher and recommends Recommends you, that is more. OURS C. W. BARDEEN, SYRACUSE, N. Y.

## Schermerhorn's Teachers' Agency

Oldest and best known in U. S.

Established 1855.

3 EAST 14TH STREET, N. Y.

## A TEACHER

of Science and Mathematics wanted in a New York State Academy, Address

Teachers' Co-Operative Association, Warren, Ohio.

## THE PENNSYLVANIA EDUCATIONAL BUREAU.

Established 1880. Business transacted in all the States. More teachers needed. Circulars free. L. B. LANDIS, 205 N. 7th St., (C) ALLENTOWN, Pa.



**Walter Baker & Co. Limited,**

The Largest Manufacturers of  
**PURE, HIGH GRADE  
COCOAS and CHOCOLATES**



On this Continent, have received  
**HIGHEST AWARDS**  
from the great  
**Industrial and Food  
EXPOSITIONS  
IN EUROPE AND AMERICA.**

**Caution:** In view of the many imitations of the labels and wrappers on our goods, consumers should make sure that our place of manufacture, namely, **Dorchester, Mass.** is printed on each package.

**SOLD BY GROCERS EVERYWHERE.**

**WALTER BAKER & CO. LTD. DORCHESTER, MASS.**

Sold everywhere for  
"Radiant" and "Ed-  
national" Colors, 10c.



IF YOU WANT

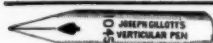
**FRENCH BOOKS,**

or books of any description—School Books, Standard Books, Novels, etc., send to

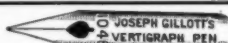
**William R. Jenkins,**

Publisher and Importer,

851 and 853 Sixth Avenue, (48th Street), New York.  
Catalogue on application. Importations promptly made



For Vertical Writing.



## USE JOSEPH GILLOTT'S VERTICULAR AND VERTIGRAPH PENS.

These Pens have been especially designed for Vertical Writing, after a formula arrived at by careful study of required conditions.

**JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.**

**THE PERFECT CUFF HOLDER**

**FASTENS THE CUFF  
TO THE LINING OF THE  
COAT SLEEVE.**

Holds the Cuff in exactly the same position at all times. Just what Cuff Wearers have been wanting. Will last a life time.

**BEST WAY TO HOLD THE CUFFS.**

Cannot get out of order. Will save their price in laundry bills in one month. Put Holder in the back button hole of the cuff, with clasp open, place cuff in position in coat sleeve after coat is on, then press down on the outside of the Coat Sleeve closing the Clasp thus the jaws of the Holder will fasten to the Coat Sleeve lining. Cuffs come off with the Coat, or their position can be changed without removing the Coat. Sample pair, prepaid by mail 25c. Agents wanted for these Holders and the Ramey Mediator, an Instrument and Home treatment for Catarrh and all head and throat troubles. Sell at sight. The Perfect Cuff Holder Co., 85 Dearborn St., Chicago.

**SMITH'S RAPID PRACTICE****Arithmetic Cards.**

**GREATEST LABOR SAVING DEVICE** { For giving any amount of practice in arithmetic } **TESTED FOUR YEARS**

From the lowest grade of primary addition, through fractions, percentage to advance measurements. 37 sets of 16 cards each, every one different. Price, 50 cents net per set, postpaid. Complete sets of 32 in handsome wooden box. Price on application.

**E. L. KELLOGG & CO., New York & Chicago.**

**SCHOOL DESKS,**

Adjustable Desks and Chairs, several styles. "Model" Combined Desk and Seat.

**BLACKBOARDS, all kinds.**

Send for sample **EUREKA BLACKBOARD CLOTH. MAPS, GLOBES, etc.** Full line School Furnishings. Send for catalogue to

**R. H. GALPEN, School Furnisher, 3 East 14th St., New York.**

**Remington Typewriter.**

The New  
Model  
No.

**6**

**Many Notable Improvements.**

More Permanent Alignment,  
Improved Spacing Mechanism,  
Brighter and Wider Carriage.  
Uniform and Easy Touch,  
Economical Ribbon Movement,  
Improved Paper Feed.  
And Many Other Useful and Convenient Devices.



**Matchless Construction. Unequaled Durability. Unrivalled Speed.**

SEND FOR ILLUSTRATED CATALOGUE.

**WYCKOFF, SEAMANS & BENEDICT,  
327 Broadway, New York.**

**A Tonic**

For Brain-Workers, the Weak and Debilitated.

**Horsford's Acid Phosphate**

is without exception, the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

**Dr. E. Cornell Esten, Philadelphia, Pa.,** says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free on application to  
**Rumford Chemical Works, Providence, R. I.**  
Beware of Substitutes and Imitations.

For sale by all Druggists.

**Chafing**

and

**Prickly Heat**

are in most cases caused by the corrosive action of acid

**Perspiration**

and are often aggravated by the friction of the clothing with the skin.

**Relief** may be obtained quickly by applying a lather of

**Packer's  
Tar Soap**

and letting it dry on.

**Try this!**



# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LI.,

For the Week Ending August 17

No. 5

Copyright, 1895, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## The Point of View.

How shall the teacher regard his work?—as a business solely like merchandizing, for instance, or as a calling? to use an old and significant term. By calling is meant that the Creator has intimated he has something for the person to do. The teacher who teaches to glorify God or to carry forward God's work on earth looks at his task from an entirely different point of view from one who sees in it only a way of getting money. The tendency now is and has been for a quarter of a century to regard teaching as a business rather than a calling. Is this the just position for the educator?

The admirable system of public schools in America may be said to be founded in a desire to do good to young people. In New York city fifty years ago the schools were supported by subscriptions; these were obtained by representing to persons of all classes that great good would result from educating the large class who would not or could not attend schools where a tuition fee was charged. The teachers were men who were willing to accept small salaries because the work was a useful one.

The "ragged schools" of England were founded in the spirit of beneficence. Dr. Guthrie, a great Scotchman, says: "My interest in these arose from contemplating a picture which represented a cobbler in his room working on a shoe with a group of poor children before him, some standing, some sitting, but all busy with their lessons. He had taken pity on children whom ministers and magistrates, ladies and gentlemen, had left to grow up wild, and like a good shepherd had gone forth and gathered them in and trained them up in virtue and knowledge. He looked for no recompense; while earning his daily bread by the sweat of his face, he strove to rescue from ruin all the children he could; in fact, he educated in this way no less than five hundred children."

This man felt so anxious to benefit the poor boys in the streets that he often set out with a baked potato in his hand to offer as a reward to some lad who could be induced in no other way to come to his shop to learn to read. When it is reflected that this was the cobbler's only food we must classify him with the poor widow whom Christ said gave more than all the rich because she gave all she had. It is therefore no wonder that Dr. Guthrie was roused to attempt to do something more than preach sermons; he took up the work that John Pounds, of Newcastle, had begun in his shoe-shop; he devoted himself to the work of instructing the poor and ignorant, and he accomplished so much that his name lives in Scotland because of the instruction he gave in

the ragged schools of Edinburgh rather than the sermons he preached from his pulpit.

We have arrived at an era of money-spending for education. We would cipher it out like a problem in arithmetic; if in 1895 a certain city spent \$500,000 for education whereas in 1890 it spent only \$250,000 then the educational result must be twice as great. A miserable conclusion. It is not long since an article appeared in the papers showing that Chicago was spending more money than New York, and the latter city was castigated as for a delinquency. No attempt was made to show that the teaching in Chicago had been investigated and found superior to that of New York. Only that more money had been spent.

It is not alone in teaching that money is brought in as the measuring rod. In a popular book that has been read a good deal this summer a young preacher is represented as saying: "I found I could talk pretty well, and so I made up my mind to get my living by preaching. And then I like to be petted a good deal, and the preacher can get a good deal of that."

In another quite as popular, one of the leading characters is a preacher who declares very boldly that he don't intend to stay in "this little hole of a town a great while;" some "city church will want him and pay him a round salary," and then he can visit Europe like the rest.

Of course this is a money-getting age and this aspect of things will be offered as an explanation of the above phenomena. It will be a sad day for this country when pulpits and schools are sought firstly and mainly for the money they will yield. The study of pedagogy has its value, but it can never take the place of heart teaching; for this there must be a devotion of one's self for the good that will result and not the money that will be earned. It has been lately discovered that this country is a doomed land if the teaching does not aim at the ethical side of the pupil's nature. Who shall teach morality and ethics and religion? Can that man or woman do it who is in the school-room for the money that is there?

No wonder that Eugene Debs had so large a following in the summer of 1894. His followers could read and write; they had, however, no regard for law and order. And our schools are turning out a vast number that will be ready to follow an abler Debs, and effect a revolution. That we were close to one last year is potent to all.

The remedy is not in more carefully planned courses of study devised by Committees of Ten or Fifteen. Our teachers must be persons who feel themselves accountable to their Creator, who are working in his cause, who strive to lead the pupils to know and revere him. This is ground the Protestants once held and it is ground the Catholics still hold. While not agreeing with them wholly in their methods it must be confessed their point of view is the right one. They rely on instruction in dogma; we believe that a common dogma should be found and made a part of the course of study—but, far above that the teacher should be one who believes, practices, and exhales that dogma. In other words, not every one who can pass an examination in reading, etc., should be allowed to teach. Do they possess character, the character the teacher should have? All agree that the schools must aim at character; can character be realized if the teacher does not possess it?

## Nature Study and Literature.

By SARAH L. ARNOLD.\*

The subject of my paper grew out of a conversation with a superintendent of schools, who remarked—"You believe in nature study, but I would teach literature instead." "But can the one be substituted for the other?" questioned his listener,—"Are not both necessary to the child? and is not each necessary to the other?" My purpose is to attempt to answer these questions, and in so doing I ask your attention to three lines of thought:

First. Nature study, as it should be presented in our primary schools, demands the aid of literature.

Second. Interpretation of literature involves knowledge of nature—full and sympathetic.

Third. The greatest good is derived from both nature study and literature when they are begun in childhood.

What benefits are derived from nature study? The question has often been discussed, and the advantages have as often been stated. The power of observation is developed, thought power is quickened, the child grows in accuracy of expression, he gains knowledge of fundamental facts of science, becomes interested in his environment. These results have repeatedly been emphasized by teachers of elementary science. But the young child should gain from nature study more than these; a deep, full, abiding love of nature,—"communion with her visible forms," power to interpret her "various language," a reverent spirit, a talent for rejoicing in beauty. Soul and spirit, imagination and feeling, should develop with the seeing eye, the hearing ear, the thinking brain. The child should see in the flower not merely a member of a certain family, marked by various deflections from the type; not alone a particular arrangement of floral organs, with peculiar form and coloring. Science must give him this power and more; must lead him to recognize the marvelous adaptation of form and color to function, teaching him to lift up his thought to the Creator. But the poet must add his lesson—must teach the child how to "love the wood-rose and leave it on its stalk"—must lift the heart in reverence to the Maker of flower and bee—must help him to read the lessons written for his eternal welfare in flower and field. Only the poet and the child can truly read these lessons.

What grace and beauty, what dignity, are associated with the cornfield in the thought of one who knows and loves Whittier's "Corn Song," or Longfellow's "Blessing of the Cornfields." What an inspiration enters into our lives when Holmes sings his "Chambered Nautilus," or Sidney Lanier pours forth the "Song of the Chattahoochee!" What message for you have the "lilies of the field;" the tares and the wheat; the grain of mustard seed? Shall we not share with the children these priceless associations? Nature study is incomplete without the treasures of literature.

Again, any study of literature, however elementary, shows us that familiarity with nature is indispensable to intelligent reading. We easily recognize this truth when we turn to the poems of nature. Tennyson's "Song of the Brook," Bryant's "To a Water-fowl," "Lowell's "Vision of Sir Launfal," cannot reveal their exquisite beauty to one who has never loved a brook, or watched the flight of birds toward the sunset; or rejoiced in the treasures of the snow. But careful study would convince us that our choicest figures of speech are largely borrowed from nature—as are our common proverbs; witness "a rolling stone," "birds of a feather," "an ill wind," "sour grapes." One must live with nature as well as with men, to read Ruskin, Emerson, Tennyson, and the rest. He who brings to the world of books the mind filled with beautiful pictures, the practiced eye, the listening ear, the quick sympathy, the trained imagination, the reverent soul, which the study of nature has developed, can indeed find and appropriate treasures hidden from the seeker who claims no fellowship with nature. It is not upon Peter Bell that the wealth of the poets is lavished.

"The primrose by the river's brim  
A yellow primrose is to him,  
And it is nothing more."

The treasure house of literature is only unlocked to him to whom "the meanest flower that blows" can bring "thoughts that do lie too deep for tears."

Finally, our own experience is daily revealing to us the truth that childhood associations are dearer and more enduring than all others. Beside the fact that knowledge of nature is fundamental, and therefore should be early imparted, we must place the equally imperative one—that habit, sympathy, interest, association, grow with the child's growth, and strengthen with his strength. The impulses and yearnings of the child heart will be wrought into the ideals of the man. The great truths written in the pages of nature and in the books which chronicle the life and aspirations of men—may be the companions of the boy and girl. If the boy

is taught to rejoice in the beauties of nature, how is the happiness of the man insured! If the girl learns to "look through nature up to nature's God," she cannot fail of reverent and serene womanhood. This is teaching worthy of our noblest effort. And it must be given to children. The child is father of the man.

Supervisor of Public Schools, Boston, Mass.

## Method and Scope of Child Study.

By M. V. O'SHEA.\*

There seems to be two principal objects in the studies that are now being made upon children by different teachers;—the first aims to discover from the observation of a large number of children certain physical and mental characteristics that belong to all normal childhood, but which are not known or sufficiently appreciated by parents and teachers. The method of experimental science, with and without special apparatus, is followed in gathering a large number of facts concerning childhood without regard to the bearing of these facts upon any principle. In the second place, there is the aim to study individual children in the class-room, to learn if they conform to or diverge from the normal type. This is the method of deductive science, applying principles in individual cases.

While there are numerous lines of investigation that seek to accomplish one or the other of these ideas, yet it is believed that the teacher in service must wait for those who are competent and have opportunity to make special investigations to establish general principles concerning the nature of childhood; and then she would become familiar with these, and follow them in all her teaching. She would be able to observe and study each pupil in relation to principles that are already well established, or that are being gradually revealed through the investigations of experimental psychologists. While the teacher may not be an experimental scientist because of her limitations in training and opportunity, still she must be an *instructor* who will work according to some principles any way, and the more rational these are the better will be her teaching.

The method and scope of child study in the school-room then, must be determined by practical rather than theoretical conditions, in the sense that the work must be of such a character that the teacher can understand it, and that it will not require much special time or elaborate apparatus to perform it. It must have reference almost wholly to those characteristics of childhood that must be understood in order that teaching may be of the greatest benefit in stimulating the intellect and developing the character. At the risk of seeming dogmatic, the following outline, as to the scope and kind of child study, is suggested as suited to the needs and capacities of teachers in service. In the first place a teacher should understand the influence of physical types and conditions upon intellectual, emotional, and volitional characteristics and tendencies. All that is definitely known as to the influence of the physical over the spiritual in childhood, and that is important to be understood in the school-room, should be put into such form that the teacher can understand it, and that will serve as a guide in the study of individual pupils. She should be able to make simple tests upon the senses and motor-abilities of her pupils and also to detect the evil effects of unhygienic conditions, food, clothing, general habits of living, and so on, upon mental capacities and tendencies.

In the second place, she should be able to study in some detail the keenness, accuracy, and readiness of perception, apperception, memory, reasoning, and imagination in individual pupils, not as though those processes were distinct from each other, but perhaps as phases of the one general process of apperception. She must be able to find out what amount and kind of knowledge the pupil possesses at any time, what kind of mental activity is called into play in the study of each subject of instruction, and what, if a pupil is deficient in any special phase of intellectual activity, should be done to overcome the defect. She must further be able to observe the common as well as the special interests of children, the phase of intellectual activity which is most prominent at different periods, the contents of the minds of pupils who have had different experiences, the difference in the readiness of response of different pupils to the stimuli of instruction, and so on.

In the third place, the teacher should be able to analyze the child's emotional and volitional personality in order to discover the predominance of certain emotions, as fear, anger, pride, joy, love, and effect of her instruction and discipline upon the emotional and volitional nature. She should be familiar with what has been long established, and with the results of studies that are being constantly made upon children's emotions, as to their causes, the effects upon the individual of their frequent manifestation, the method of dealing with them, and so on.

State Normal School, Mankato, Minn.

\*Abstract of paper read before Elementary Dept., N. E. A.

\*Abstract of paper read at Denver meeting.



## Departmental Teaching.

By J. M. FENDLEY.\*

Three things are essential to a teacher's success,—a thorough knowledge of *subject matter*; skill in the use of correct *methods*; *enthusiasm*. Primary teachers have little subject matter to study; high school teachers have their work so specialized that they are not burdened with the study of subject matter; but grammar school teachers have to make daily preparation in a number of subjects, the thorough mastery of any of which, with reference to subject matter and methods of presentation, would give the average teacher plenty to do. This preparation requires so much time, and is often so unsatisfactory to the teachers themselves, that it exhausts their strength and takes away their enthusiasm. Hence the necessity for some relief to the teachers of our upper grammar grades.

This relief is afforded by the departmental plan, in which each teacher instructs in a limited number of subjects, and yet has her own class, to which she sustains about the same relation as the teacher under the grade plan. Some of the advantages of the departmental plan are:

*It gives teachers an opportunity to do that work which is most agreeable to them, and for which they are best prepared.*

*It gives relief to overworked teachers, improves their health, and increases their teaching power.* Being required to make preparation in only one line of work, and that an agreeable one, the teacher has more time for rest and recuperation out of school hours with less cause for worry and anxiety. This gives her a larger supply of energy to expend in the school-room in the actual work of teaching, where all the life and vigor and enthusiasm of which she is capable, are needed to arouse thought and stimulate the pupils to put forth their best efforts.

*It gives the teacher an opportunity to achieve the highest excellence in her department work.* She has plenty of time to broaden and deepen her knowledge of subject matter, and to become familiar with the best methods of teaching it. She knows not only what to teach, but what not to teach. She has surveyed the whole field so carefully that she knows every obstacle and how to approach it. She learns to teach so as to interest her pupils and awaken in them a love for learning. Thus she becomes an artist.

*It makes it possible for the teacher to buy the books and appliances needed in her work.*

*It gives unity to the work.* Having the same pupils for several successive terms, the teacher knows what has been done in the preceding grade, and wastes no time in deciding where to begin. She views not an isolated part of the subject, but the whole subject. She teaches not for one grade only, but for all the grades.

The moral influence of the teacher is *not* less under this plan, for she has the advantage of instructing the same pupils for several successive terms, while under the grade plan she has them such a short time that she can hardly get acquainted with them before they pass on to another teacher.

In order to be successful, the plan must be administered by a competent principal, who will "hold an even pressure on the requirements of work, correlating it in such a manner that no one study absorbs undue attention."

Galveston, Texas.

\*Synopsis of paper read before Elementary Dept., N. E. A.

## A Course in Music for Public Schools.

By A. J. GANTVOORT.\*

What should a course in music finally accomplish? For the emotional powers, it should bring the child in harmony with his surroundings, making him generous, patriotic, sympathetic, a lover of what is good, noble, beautiful, just, right, an ardent lover of music as a divine art, which will bring the best in him to the surface; that is, it will make the best in him become evident in his every action, which will always be governed by his feeling for others, etc., etc.

For the mental and physical powers combined: It should make him a quick, accurate observer of the slightest differences and details of length and pitch of tones, the characters which represent the pitch and length, so that he may hear the tones with his eyes and see them with his ears. It should give him a concentration of mind far superior to any which he would have obtained without pursuing such a course in music. It should aid powerfully in making his judgment accurate, his sense of proportion almost perfect, a memory capable of remembering small details. It should give him by this way also the ability to read

\*Extract from paper read before department of Music Instruction.

music at sight, intelligently, and with pleasure to himself and others.

Physically alone, it should make him possess a healthy pair of lungs, with the knowledge how to use them to best advantage in keeping himself healthy and active. It should give him such a power of enunciation, by a knowledge of the phonetic value and construction of pure vowels, and the cultivation of the tongue, palate, lips and ear, as to make his speech and song equally pleasant to the ear, and thus enable him to take his part in all social and musical exercises, and thus become a more valuable member of any community.

Can a course in music accomplish all this?

It can and should do so. It can do so if the materials of a course of instruction, the songs, the exercises and the teaching are of the best, based upon pedagogical principles and thoroughly in sympathy with child life, its development, its joys, its hopes, its desires, its powers of understanding, etc.

College of Music, Cincinnati, Ohio.

## Shorthand and Typewriting.

By W. A. WOODWORTH.\*

The history of shorthand may be divided into three distinct epochs: "Ancient Classical Stenography"—from 63 B. C. to 1588 A. D.; "Modern Stenography"—from 1588 to 1837; and "Phonography"—from 1837 to the present day.

### ANCIENT CLASSICAL STENOGRAPHY.

The writings of historians prove that shorthand was extensively employed by the Romans. Tiro, a slave in Cicero's family, invented a system of shorthand in 63 B. C., by means of which the Roman Senate was reported. Augustus appointed official stenographers; and Constantine, the first Christian emperor of Rome, reclassified them. Popes Jerome and Augustine employed respectively 10 and 16 amanuenses.

After the fifth century, shorthand disappeared and was hardly mentioned in history for 1,000 years.

In 1499 a copy of the psalms was discovered written in Roman shorthand. In 1820, these notes were successfully deciphered.

### MODERN STENOGRAPHY.

In 1588, Timothy Bright invented a system of shorthand in England, since which time 883 different systems have been published.

### PHONOGRAPHY.

In 1837, Isaac Pitman invented a system of phonography, by means of which 96 per cent. of all the reporting is now done.

Phonography was introduced into the United States by Stephen Pearl Andrews in '43 by the publication of Andrews' "Phonographic Class Book."

In 1848, Oliver Dyer introduced shorthand into the high school of Philadelphia, which resulted in the official reporting of the United States Congress.

### WOMEN AS STENOGRAPHERS.

In 1862, Gen. Spinner employed the first ladies in the treasury department of the United States government. In 1872, Mrs. Eliza Burnz introduced shorthand into Cooper institute in New York. Now there are 15,000 women stenographers in New York, and 110,000 in the world.

### SHORTHAND AS A PROFESSION.

Are more knowledge and skill required to deliver a sermon, to diagnose a disease, to plead a cause, or, in other words, to operate as a specialist, than to rapidly comprehend, reproduce, and preserve the utterance of each treating his subject exhaustively?

There are three difficulties in the way of a proper recognition of our profession:

*First.*—The reporter is too busy recording the progress of other arts and sciences to give much time to the literature of shorthand.

*Second.*—The official reporter may be removed at the pleasure of the presiding judge.

*Third.*—Incompetent instructors, and the conviction that three to six months is sufficient time to give to preparation.

The universal use of shorthand would tend to reform the English spelling. Public schools should introduce shorthand and typewriting, and universities should establish professorships for instruction in these branches. The profession suffers from too extensive patronage by those who have failed in public schools and too limited patronage by those who would make shorthand and typewriting a stepping-stone to a realization of the heights of ambition.

\*Abstract of a paper read before the Business department, N. E. A.



"The click of the typewriter is the tap of the hammer on the nails of the coffin containing all that remains of the old-time prejudice against women in business."  
*Denver, Colo.*

## Substitution of Teacher for Text-Book

By J. M. RICE.\*

In my opinion, the greatest fault in the schools of our country lies in the professional weakness of our teachers. Consequently in my judgment, the next step in raising the standard of our schools should be directed toward increasing the professional strength of the teachers. I shall endeavor to briefly point out just where the weakness lies, as well as to suggest a remedy, which might serve to improve the conditions.

By professional strength, I understand the ability to apply expert knowledge in practice. In the domain of medicine, for example, professional strength must be measured by the degree of ability to diagnose disease and apply the proper remedy. From this standpoint an individual may possess all the traits of moral character desirable in an ideal physician, such as sympathy, cautiousness, punctuality, conscientiousness, and yet be a weak diagnostician, and consequently a poor practitioner.

Just as the professional strength of the physician depends fundamentally upon the degree of ability to diagnose and treat disease so the professional strength of the teacher must be measured by the ability properly to apply recognized educational principles in practice. While, in order to be an ideal teacher, more is required than the ability to conduct a recitation scientifically, yet the ability to teach is fundamental. One who does not possess a character destined to exert a good moral influence on the child should never be granted a license to teach; yet moral strength in itself no more constitutes professional strength in pedagogy than it does in medicine. Before our ideal individual is worthy the name of "teacher" he must add to his moral traits a knowledge of pedagogical principles and skill in their practical application.

In stating that the teachers in our country lack professional strength I do not refer alone to the schools of low standard; I refer to the better class of schools as well. While the difference between our best and our poorest schools is in certain respects enormous the variations are great, mainly in regard to professional spirit and ideals, and in the general plan of work, the difference in the quality of the teaching being confined within much narrower limits. In a word, the weakness on the part of the growing teachers does not lie in ignoring scientific principles, nor in the lack of desire and effort to do the best for the child; it lies simply in the lack of the required knowledge and skill properly to apply recognized principles in teaching.

The rapid spread of professional enthusiasm among our teachers is certainly a hopeful indication; but we must guard against falling into the common error of mistaking it for professional strength. To entertain the belief that enthusiasm, coupled with an earnest desire to do the best for the child, is all that can be desired in a teacher, is to arrest the growth of our schools at a very early stage of development. That additional elements are needed to place the instruction on a scientific basis I shall now endeavor to show.

In my opinion the fundamental purposes in elementary teaching are two: First, to develop power—the power to observe, to reason, to do; secondly, to aid the child in storing in his mind a fund of useful knowledge. Other factors, however important they may be, are nevertheless merely incidental.

Of the old school of teaching it may be said that the end and aim is the acquisition of knowledge; it appeals almost exclusively to the memory, and does but little toward the development of power. On the other hand our most radical reformers are inclined to look lightly on the acquisition of knowledge, and to recognize as important only the development of power. Of course, on sober thought, we cannot fail to realize that both sides must receive due attention. The school that would turn out pupils with a mass of information, but without the ability to think, and the school that would send into the world pupils able to reason, yet absolutely ignorant of facts, would present an equally sorry spectacle. While the broader aim is fully recognized by our progressive teachers it nevertheless so happens, in the vast majority of instances, that for lack of sufficient professional knowledge and skill they fail to carry their theories into practice—that in spite of their severe condemnation of the memory system they themselves are slaves to it.

That the mode of teaching in vogue in our progressive as well as in our non-progressive schools is destined to cultivate the memory rather than the power to reason is proved alone by the fact that in the subjects particularly adapted to appeal to the rea-

soning faculties—the so-called thought studies—the pupil is required to obtain his ideas by reading the text-book in advance of the recitation. If it be the teacher's aim to lead the child to think it is necessary for her to apply the principle that the child must be told nothing that he is able to find out for himself. To compel the child to study the lesson from the text-book, in advance of the recitation, is to violate this principle *in toto*, because by this means he is directly told by the text book every point that he might be able to reason out for himself. In order properly to apply the principle it is necessary to bring the new matter before the pupil for the first time during the recitation period. It is then, and then only, that the teacher is enabled by means of skilful questioning to lead the child to find out for himself whatever it is possible for him to discover. Facts that the child is unable to discover must be told to him by the teacher. Simply to hear children recite lessons that they have committed to memory is a very easy matter, and requires no expert knowledge and skill; but, by means of questions, to lead the child to think, involves both science and art.

Moreover it is not only in regard to power but also from the standpoint of knowledge that the ordinary use of the text-book renders impossible the application of the principles of scientific teaching. In regard to knowledge, it is recognized by the new school that more is required than to lead the child to store in his mind a chaotic mass of cut-and-dried facts. This, indeed, is regarded as the bane of the memory system. The aim of the progressive teachers is to aid the pupil in building, so to say, a solid and permanent mental structure, consisting of fundamental ideas, based upon concrete facts, which themselves shall ever remain fresh and active, forming a fund of ready knowledge. In short, what they desire to secure is not "dead" knowledge, but knowledge which in itself is stimulating, which will create a many-sided interest in the affairs of life, and which will lead to activity when the school days are over.

To construct a mental fabric of this nature it is necessary to bring the ideas to the notice of the pupil in a psychological order. It is only when we progress slowly and systematically *from the known to the unknown and from the concrete to the abstract*, that the facts may be properly welded together and lead to the formation of clear fundamental ideas.

To employ the ordinary text-book method means a failure to apply these principles for two reasons: First, in the text-book the facts are not arranged in a psychological order, but merely in a logical one. Second, in the text-book the facts are presented in too rapid succession. We frequently find on a single page of a text-book sufficient mental food for many lessons. The average child is able to commit to memory a very large number of facts in a comparatively small time, and thus aid the teacher in covering ground. But facts committed to memory in rapid succession serve no permanent purpose because they are not digested, and consequently do not become an organic part of the individual. They serve to carry the pupil through a recitation or an examination; but when this temporary end has been realized they lose their vitality and are soon lost in oblivion.

In order that the mind of the child may be properly led from the known to the unknown, and from the concrete to the abstract, the teacher herself is obliged to take an active part in the work. Owing to a lack of psychological arrangement, and the crowding of facts in the text-book, it is necessary for the teacher to digest the ideas that she wishes her pupils to obtain, and to make such plans for the recitation as will enable her to bring these ideas before the class with sufficient deliberation, and in a psychological order of succession. It is only under these circumstances that the recitations will extend beyond the sphere of lesson hearing, and partake of the nature of actual instruction.

In our schools it is rare to find recitations that may be regarded in the light of instruction. In the thought studies where scientific teaching is particularly required, the mechanical teachers attempt to do little, if anything, beyond hearing the pupils recite their lessons, either in the words of the book or in their own words; the progressive teachers, in addition to hearing the pupils recite what they have studied from the text-book, will take pains to explain obscure matters, to elaborate, and, when possible, to illustrate points by means of pictures, charts, and apparatus of various kinds. But it is clear that even in the latter instance, the recitations are based on lessons studied in advance from the text-book, so that they still must be regarded as lesson hearing, though in a modified form. True instruction will not be obtained until the text-book is substituted by the teacher, as it is only then that the principles of teaching can be properly applied. To suggest the removal of the text-book, without recommending anything in its stead, might justly be regarded as destructive criticism; but surely no one can construe my remarks in this light when I offer as a substitute the teacher herself.

Of course merely to discard the text-book does not in itself suffice to render the instruction scientific; it simply constitutes the first essential step toward placing the teaching on a scientific foundation. Indeed, the early attempts to teach without a text-book are necessarily exceedingly feeble. The music of the hand-

\*Paper read before Elementary Education department, N. E. A.

organ is immeasurably superior to that produced by one in his first efforts on the piano; yet one who would become a performer is obliged to pass through this infantile stage. To reach any degree of proficiency in scientific teaching is difficult, and involves years of study and practice. If we, as Americans, should feel unequal to the task it will be better to retain the text-book. But if we believe that we are able to do what our German colleagues have long since accomplished then there is nothing to be gained by waiting. There is a constant complaint on the part of our teachers that the profession is not properly appreciated in our country. In my opinion it will not be until it is made worthy of appreciation. As long as the American standard remains so low that a graduate of a district school, without further preparation, is eligible to become a member of the profession, a license to teach cannot command any special respect. In Germany the word "teacher" stands for something; in our own country it stands for nothing.

The argument concerning the text-book method applies, of course, to the thought rather than the formal side of education. Where there is no thought content, as in the mechanism of reading, writing, arithmetic, drawing, and music, the text-book question scarcely comes into play. In those studies which necessarily involve an enormous amount of repetition of identical facts and processes, a fair degree of proficiency may be obtained by the ordinary mechanical teacher. A child that reads and adds every day of his school life cannot help learning to read and add, provided his mental condition be normal. In the formal lines much can be done to improve the results simply by a skillful application of modern methods and devices, even when the principles of scientific teaching are not strictly observed. And in these lines some of our teachers are doing admirable work.

It is in the subjects involved in building up the thought content of the mind that the teacher finds the golden opportunity to carry her ideals into practice. It is from the ideas presented in them that the child secures that fund of knowledge which will exert a strong influence in determining his ideals and interests in life.

The most prominent among these studies are geography, history, and the natural sciences. While, in the old school, the time devoted to these studies is small as compared with that given to the formal ones, in the growing school the tendency is to bring the thought studies more and more to the foreground. Indeed, in our most progressive schools there is an effort on the part of our teachers to center all the school work around them, and to teach the formal studies, which are simply modes of expression, in large part incidentally.

The fact that the thought studies are destined to come ever more into prominence renders doubly urgent the necessity for teaching them in a way that will do most toward the development of the faculties—moral as well as intellectual. It is admitted by perhaps all our educators that of the standard subjects in the curriculum geography and history are the most poorly taught. In my opinion they will not be taught satisfactorily until the text-book method is abandoned, and the principles of teaching are properly applied.

As to the natural sciences, it may be said, that in some of our schools the work is conducted on scientific principles. But, taken all in all, there has been, thus far, very little science teaching in our country. Most superintendents have hesitated to introduce this line of work, on the ground that the teachers are not prepared to care for it properly. Those that have held sway longest are perhaps physics and physiology; and these, in all but individual instances, are still taught by the text-book method.

In spite of their bar to scientific teaching there has been strong opposition to the removal of the text-books, and particularly for two reasons: First, it is claimed that if the text-book should be abolished the child would not acquire the ability to use books; Second, that the removal of the text-book would cause the teacher to do the work for the pupil, so that the child's mind would be no longer properly disciplined. Both these objections, in my opinion, are entirely unfounded.

First, the fundamental purpose of education does not lie in teaching the child how to use books; this is simply an important incident which it is well for the teacher to bear in mind. Again, to study a lesson from the text-book does not teach the child how to use books; it simply leads him to perform a task, either to please his teacher or to avoid punishment. To know how to use books is to understand how to look up sources of information, and this ability cannot be acquired by committing to memory the words of the text-book. By directing the pupils to write compositions, and by frequently calling for debates, in each instance suggesting lists of works to be used for reference, more can be done in a few exercises than can be accomplished by years of lesson study. Further, the ideal does not lie simply in teaching the child how to use books; it lies rather in developing a love for them, and consequently the desire to seek them. Under proper instruction the pupil will become so much interested in his subject that he will, on his own account, go to books for further information. In my opinion there is nothing that so much tends to destroy the love for them as the drudgery involved in committing

lessons to memory. For many a child the happiest day of his life is the day on which he hands in his books. Last, to abolish the text-book does not by any means imply to discard the use of books; in certain subjects they will always be required.

Second, when the teacher takes the place of the text book the child is by no means relieved of a task; on the contrary, in a recitation conducted on scientific principles the child is obliged to perform intellectual labor more severe in character though less dull and mechanical than when he commits the contents of the text-book to memory. When he studies the text-book he acquires his information simply by exercising his memory; in a scientific recitation, on the other hand, he is obliged to bring many of his faculties into play in order to accomplish his task.

A consideration of the reasons for the lack of professional strength in our country will now be in order. With a clear comprehension of the causes the remedies will suggest themselves.

First, the demand for good teachers is very small, the conditions under which licenses are granted being exceedingly liberal. The management of the school system in our country being a purely local affair it is entirely at the mercy of local politicians, who can raise or lower the standard at their pleasure. In perhaps the majority of instances the teachers' examinations are of an order so low that a certificate can be earned by one who has enjoyed no more than a grammar school education, with or without a little extra coaching. In some localities a high school education is required, and, in a few instances, appointments are given only to those who, in addition to a fair amount of scholarship, have obtained some professional training in a normal school. Of course, to guard against this extreme laxity nothing would suffice short of the adoption of a national standard which, however, for the present cannot be expected.

In the places where trained teachers are sought there is, of course, a demand for professional strength. But is the teaching in these places markedly superior to that in other localities? The question, unfortunately, must be answered in the negative; for the degree of excellence in the teaching found in a given locality is by no means determined by the proportion of trained teachers in the corps. This condition of affairs, naturally, can be interpreted in only one way, namely, that the normal schools fail to graduate their pupils with the required foundation.

In thus throwing the blame for the lack of professional strength on the normal schools I do not wish to imply that the work of those institutions has in no way proved valuable. On the contrary, it cannot be doubted that through their instrumentality much has been done to spread the doctrine of scientific teaching, and to imbue with professional spirit even many of those who have not had the advantage of a professional training. But while in the theory of education the work of the professional schools has been very helpful, from the standpoint of practice they have, in my opinion, for the most part proved unsuccessful.

That professional schools cannot be expected to turn out perfect practitioners is clear; but what we have a right to expect is that their students will be graduated with a foundation that will enable them later to develop in the right direction. That this foundation, as a rule, is wanting is proved by the fact to which I have already alluded, namely, that the quality of the teaching in a given locality is determined by local conditions rather than by the influence of normal school training. If the graduates of normal schools have not sufficient strength to rise above their immediate surroundings, and thus show their superiority over the untrained teachers, then something must be wrong with the institutions in which they received their special education.

That, in the vast majority of instances, the work of the practice departments has been unsatisfactory, is but the natural result of their organization. The fundamental error lies in the plain and simple fact that in the selection of teachers for these departments the question of fitness receives far too little consideration. If the students are educated in the art of teaching by those who themselves have not the slightest knowledge of the art, how can we expect the results to be favorable?

In most cases when a city training school is established the main consideration appears to be to find a building easy of access and containing a room in which the students may conveniently receive their instruction in theory. The absurdity lies in the fact that without further ado the building in which the training class is placed is converted into a school of practice, and the regular staff of instructors are promoted to the rank of model teachers. The students now acquire the art of teaching by observing the work of these class teachers, and instructing under their guidance. As the foundation for their future work is laid by what they here observe and do is it difficult to account for the fact that after graduation they cannot readily be distinguished from untrained teachers?

In the state normal schools a more direct effort is made to select specially qualified persons as model teachers. But even in these institutions individuals really competent to instruct in the art of teaching are, comparatively speaking, very rarely found.

In view of these facts it is clear that what is most needed, in



order that the professional strength of the teachers of our country may be increased, is to establish in connection with the normal schools training departments, in which students may receive such practical instruction in the art of teaching that they will leave the institutions with a foundation that will enable them, in due course of time, to develop into scientific teachers.

New York City.

## Public School Trustees.

By IDA MAY DAVIS.

It is a part of the official duty of every trustee to know precisely how well or how poorly every school under his supervision is organized. It does not suffice that the trustee shall know in a general way that things are going on; but he must be certain that all things are going on well. This obligation resting upon the trustee extends into every school-room. It relates to the supply of materials. It is the trustee who is responsible for everything purchased and consumed in the interest of the schools. All maps and charts and globes and libraries are a part of his intimate concern.

We have to remember that the public is sometimes dreadfully apathetic about such matters as school-houses and school supplies. Against this indolence it is the business of a vigilant trustee to provide with infinite solicitude. He has no right to his rest until he is certain that every school within his jurisdiction is equipped with all wholesome things and conditions requisite for the mental and bodily welfare of the pupils, and in particular until he is certain that the grounds and buildings are perfected with every appliance known to hygienic law and defended by every barricade against contamination and disease. Such a duty is one of the most severe and exacting that a citizen may be called upon to perform.

Whatever else may be neglected it certainly devolves on the trustees to select the teachers of the schools, and to be responsible to the public for their administration and efficiency. It is a duty which requires the highest exercise of discretion and fidelity to the public interest. There is, indeed, no responsible relation in life which rests more heavily than this on him that bears it. What is it to select a teacher for children and young people? It is to choose one who shall be put in authority over them without the natural affection of the father or mother. He or she is simply hired to perform an office as delicate as that of parental duty.

The election of teachers by trustees demands extreme care and vigilance. It is not enough that the young man or young woman proposing to teach in a public school has a certificate. It is not enough that he or she has recommendations signed by prominent people. It is not enough even that the intending teacher shall have been to a normal school or taught in Sunday-school institutes. There ought to be in every teacher an actual fitness for the office which he or she is to perform, and of this fitness or the lack of it the trustees are the responsible judges. Many young people can obtain licenses to teach. This is no reflection on the examiners. Girls in their teens and young men in their greens have crammed to repletion for the examination and have secured the requisite license with high percentages. Many more have been recommended by good people who are not careful in the matter of signing papers. It is the business of every faithful trustee to look into and through all this, and to discover the actual teacher before making an appointment. This is a duty, in the performance of which no prejudice or partiality or even weakness should be felt; only truth and fidelity to the public interest should prevail.

In the next place the trustees have a valid and most important relation with the public. They are the agents of the public for the performance of certain duties which the public is not fitted in itself to attend to. Agency always implies responsibility. The trustees of our schools are agents at discretion. They are not instructed by their employer, the public, in what way they shall perform their duties, but are simply commissioned to do it, and to do it according to their judgment and the law. Within this limit there is really a wide range of discretion on the part of the trustees. Much is always left to their judgment in particular cases. Much is to be devised without any pre-existing rule or antecedent to be used as a guide. Much also has to be anticipated for which no official or legal provision has been made. All this implies that the agents shall be people of sense knowing the nature of the office which they hold and ready with moral courage and prudent discernment to discharge the responsibilities arising therefrom.

The relation of the trustees to the public is very palpable in practice. It is to the board that the public constantly appeals in all matters affecting the interests and administrations of the schools. Sometimes the public makes complaint or criticism of teachers or to them. Sometimes the complaint or criticism has respect to the superintendent's office; but in every case the appeal is to the board. All of the relations of the schools rise through the teacher, and rest first with him. From the teacher the

appeal is to the superintendent, and from him to the board. The responsibility of the trustee is absolute in all questions affecting the interest and welfare of the schools. True, the public may go beyond the trustees and lay hold of the court; but that is only in aggravated cases and is hardly contemplated in actual practice. The appeal to the court always implies that some crime has been committed. All error falling short of crime must be adjudicated in the forum of the trustees. There the matter is heard and determined. Every board of trustees is a court with its practice, its causes, and its decisions. Be it said, once for all, that while the trustees' court is covered by law, while it has the statute for its guide and direction, it has, most of all, ethical, moral, and prudential principles as to the rules of its practice and the source of its decisions. There is no place of controversy in the world where moral principles and every kind of equity are to be more regarded than at the sessions of a capable board of school trustees.

The rule just stated is one of the facts which so strongly suggest the choice of both men and women to the trustees' office. Does it not stand to reason that equitable and moral considerations will weigh more truly and determine more exactly whatever is done in a mixed board than in one composed of either sex exclusively? Have not women the same concern in the schools and their administration as men have? Have they not equal fidelity in the discharge of duties committed to them? If they constitute more than seven-tenths of all the teachers in our commonwealth is it not rational to think that they ought to constitute a large percentage of those official bodies to whom all teachers are responsible, and from whom their election proceeds? Will any dare say that women have not the capacity and conscientiousness for such a duty? I speak for the extension of the practice now prevailing to so limited a degree in our state of electing capable women to serve on the board of school trustees. The practice can but result in good. It must consolidate the interest of all. In those cases in which women have been chosen to this office they have performed their duties with unusual zeal and fidelity. Without neglecting any of the offices to which they are naturally assigned in the social and domestic economy, they have applied themselves with knowledge and discretion to the work of school management and supervision. They have contributed, by the peculiar faculties which they possess, to the strength and efficiency of the trustees' office.

Trustees are, or ought to be, educators. Their affiliation with office-holders is only incidental. It is not meant that all office-holding is not honorable when it is honorably administered; but the larger part of office holding is so interlocked with the intrigue of party and political machination as to make it of bad reputation in the estimate of the thoughtful. The trusteeship holds so slightly to the office-holding community and so powerfully to the educational interest as to make it a social and civilizing force in every community where it exists. The trustees are affiliated by their office with that great body upon whose skill and good conscience and fidelity to duty the character of the next generation of citizens so greatly depends—the teachers. Trustees are thus enrolled with the makers of good citizenship. They belong by profession, not to the convention, but to the educator's guild. They are at home in all school meetings. Their libraries are replenished with educational literature; their thoughts are occupied with the schools. Their hopes and anxieties rest with teachers, superintendents, pupils, and parents. Their duties bind them day by day and month by month to those delicate, intellectual, and spiritual processes by which the child-mind is wrought at length into the man-mind and woman-mind, capable of the greatest things. Their energies are consumed with tasks, which though they bring no great emolument or fill the air with buzzing of applause do nevertheless confer upon them who hold this office and discharge it with fidelity the unspeakable reward of self-approval, the consciousness of duty unselfishly done in the cause of truth and progress.

I wish to thank the editor of THE SCHOOL JOURNAL for occasionally getting out of the school-room and looking at the affairs of this every-day world of ours and giving us his opinion on matters as he sees them.

For the last two or three years the world has had a condition called *hard times*.

What must be the condition to have *good times*?

THE JOURNAL says: "The sole cause of the hard times has been *over-expenditure*, and nothing will bring good times but living within our means." True if all stop buying only the bare necessities of life, thousands of those engaged in making gold watches, diamond rings, sealskin cloaks, and many other things would have hard times, but they would be few in number compared with the vast number who would be benefited. The Eskimo, the Patagonian, and savages generally have neither hard times nor good times. If all our people do without luxuries they might have more money, but would not attain to a higher state of civilization. Civilized people consume innumerable things that they could do without, and the higher the civilization the more they buy.

This is, therefore, not what THE JOURNAL means; it declares against buying beyond one's means; plainly the evil lies in the credit system, and can be cured by checking credits.

Selling only for cash, will bring about the coveted good times. Do away with credits and no one can become embarrassed with debt. No one would borrow any money; each would keep his little accumulation for a wet day and all would be happy.

Springfield, Mo.

J. FAIRBANKS.



# School Law and Legal Intelligence.

## Rights of Colored Pupils.

By R. D. FISHER.

### EQUAL PRIVILEGES AND EDUCATIONAL FACILITIES. SEPARATE SCHOOLS—POWER TO PROVIDE BY LEGISLATION.

In some states it is provided that colored children shall be educated at schools other than those attended by white pupils. If these colored schools afford equal privileges and educational facilities, it cannot be said that any constitutional rights are infringed by the separation and discrimination. (See Cooley Const. Law, page 230; *Cory vs. Carter*, 48 Ind., 327; *State vs. Cincinnati*, 19 Ohio, 178; *Union Co. vs. Robinson* 27 Ark., 116; *People vs. Easton*, 13 Abb. Pr. (N. Y.) 159. See, also 7 Nev., 342; 26 Ill. App., 319; 107 N.C., 609.)

By the constitutions of Alabama, Georgia, Missouri, North Carolina, Tennessee, Texas, and West Virginia, white and colored children may not be taught in the same public schools.

Equality of right does not involve the necessity of educating children of both sexes, or children without regard to their attainments or age in the same school. Any classification which preserves substantially equal school advantages does not impair any rights, and is not prohibited by the constitution of the United States. Equality of rights is not necessarily identity of rights. *Bertonan v. Directors*, 3 Wood (U. S.), 177; *State vs. McCann*, 21 Ohio St., 211. In the case of *Vancamp vs. Board of Education*, 9 Ohio St., 407, it was held that the Act of 1853, was to be construed as a law of classification and not of exclusion, even though its effects might in some cases be exclusive, by reason of the limited number of colored persons in a district. See, also, 103 Mo., 546. In *Dallis vs. Fosdick*, 40 How. Pr. (N. Y.), 249, an action for damages was brought by a colored pupil who had been evicted from the white school. Separate schools exclusively for white and colored pupils had been established, and it was held that she could not recover. The court said: "The right to be educated in the common schools of the state is one derived entirely from the legislation of the state; and as such, it has at all times been subject to such restrictions and qualifications as the legislature have from time to time deemed it proper to impose upon its enjoyment."

The supreme court of Massachusetts decided previous to the adoption of the 14th amendment conceding that colored persons in the state were entitled to equal rights, constitutional and political, civil and social, that a regulation which provided separate schools for colored children was not a violation of any of those rights.

In making appropriation for separate schools no unauthorized perversion of a common school fund can be had to support a university established for colored children, 83 Ala., 614. In North Carolina it was held that a law which allowed a tax paid by the persons of each color, to be used exclusively for the education of pupils of that color, was unconstitutional, 94 N. C., 709.

### WHEN SEPARATE SCHOOLS ARE NOT PROVIDED.

By constitutional or legislative provisions in some states colored pupils cannot be excluded from any school on account of race or color. So held, in Illinois 101, Ill. 308; Ohio 48 Ohio, 555; Pa., 101, Pa. St., 490, and New Jersey, 46 N. J., 76.

In Iowa where the state constitution declares "The board of education shall provide for the education of all youths of the state, through a system of common schools," the court held that the board could not deny a colored pupil admission to a school on account of color, and that mandamus would be the proper remedy to compel the board to receive such pupil, 24 Iowa, 266. See, also, 40 Iowa, 518, and 41 Iowa, 689.

In Michigan, under an act which provides, "all residents of any district shall have on equal right to attend any school therein, it was held that school boards could make no regulations which would exclude any resident of the district from the school because of race or color, 18 Mich., 399. In California, a writ of mandate to compel a teacher to admit the relator, a colored pupil, was allowed to issue. See 82 Cal., 588, and 66 Cal., 473.

Thus if separate schools are not provided, colored pupils cannot legally be excluded from other schools, and a writ of mandamus will lie to compel the school authorities to receive pupils thus debarred from educational privileges.

In the cases of *State vs. Duffy*, 7 Nev., 342; and *Board of Ed-*

*ucation vs. Tinnon* 26 Kans., 1, this ruling is upheld. In the latter case it was held that boards of education are not authorized to establish separate schools for colored pupils unless such power be given by statute; that in the absence of any legislative enactment providing separate schools and requiring colored pupils to attend these, the court, by writ of mandamus, will compel the boards of education to admit pupils unlawfully excluded on account of color. The court later on held to the same effect in the case of *Knox vs. Board of Education*, 45 Kans., 152.

In Ohio it was held that if a separate school for colored scholars was too remote or did not afford substantially equal advantages, a colored pupil could not be excluded from the white schools. *U. S. vs. Bemton* 13 Fed. Rep., 360. The same ruling was had in Pennsylvania. See, *Com. vs. Williamson*, 10 Phila. (Pa.), 490.

In Ohio it was originally held that persons of more than half white blood could not be excluded from the public schools. But these decisions were based upon the ground that such persons would be considered white within the meaning of that word, as used in a law providing that the common schools should be free to all white children. See 12 Ohio, 238. These decisions have been modified and distinguished by latter decisions.

In a case reported in 49 Am. Dec., 463, the right of the plaintiff (a white person) to sue for an alleged injury resulting from the admittance of colored pupils into a school, whereby the plaintiff's children were prevented from attending, was denied. (It is presumed that plaintiff voluntarily withdrew his children.)

In Illinois (71 Ill., 383), the court held that the trustees had no power to establish a separate school solely to instruct three or four colored pupils who could be accommodated in the school-houses provided for white pupils. The same decision was arrived at by the Indiana supreme court in the case of *State vs. Grubb*, 85 Ind., 213.

In a very recent case brought by a prominent colored citizen of Indianapolis to prevent the superintendent of the city schools from transferring his daughter from an over-crowded white school to a colored school with ample room and equally accessible, the court ruled that such transfer could not be interfered with, especially when the evidence showed that equal facilities were afforded and much better accommodations had in the colored school. That such transfer was within the discretion of the superintendent, not on account of color, but on account of accommodations. *Thornton vs. Goss*, Marion, S. C., 1895.

What was said by Black J. of the Missouri supreme court in a case reported in 23 Am. St. Rep., 895, will apply to a majority of the states relative to color rights in the public schools. The eminent jurist said: "The common school system of this state is a creature of the state constitution and the laws enacted pursuant to its commands. The right of children to attend the public schools, and of parents to send their children to them is not a privilege or immunity belonging to a citizen of the United States, as such. It is a right created by the state, and a right belonging to citizens of this state, as such."

The supreme court of New York (93 N. Y., 438), has decided that where separate public schools have been provided for colored children, such children may be excluded from those provided for white children. The system of authorizing the education of the two races separately has been for many years the settled policy of all departments of the New York state government, and it is believed obtains very generally in the states of the Union. All of the powers necessary to accomplish the object which the legislatures of the states had in view in authorizing separate places of education for individuals of different color must be intended to have been granted when the authority to establish such schools was conferred.

The mere right of establishing such separate schools, stripped of the power of determining the persons who might or might not attend them, or allowing pupils to attend school at the precise place which would be the most gratifying to their feelings, would be a barren power productive of no beneficial results. Thus school authorities have determined, in the exercise of their discretion, in a majority of states, that the interest of education may be best promoted by the instruction of scholars of different races in separate schools; and where equal facilities are provided, the law of the land does not prevent a state from adopting these methods where deemed the wisest and most efficient to accomplish the purposes of classification which will inure to the educational advantage of a community.

Indianapolis, Ind.

## England's Education Department.

REFORMS UNDER MR. ACLAND'S ADMINISTRATION.

[SPECIAL CORRESPONDENCE.]

The downfall of the Rosebery government necessitates of course the retirement of Arthur Herbert Dyke Acland from the position of vice-president of the education department. His tenure of this important office is well worthy of more than passing notice. It has been an epoch-making period.

Appointed as vice-president, with a seat in the cabinet, in August, 1892, the barely three years which have elapsed have witnessed more movement in elementary education than in the whole period from the passing of the education act of 1870 to his assumption of office in 1892. The first great act of his administration was the institution of a systematic enquiry into the state of the premises of elementary schools, and on the first of February, 1893, he issued the celebrated Circular 321 which called on the school inspectors to give searching answers to a number of specified questions. There was a great outcry from the upholders of the voluntary system, but Mr. Acland kept to his point and the result has been a wholesale remodeling of elementary schools on sanitary and useful principles. Almost every school, voluntary and board, has had to fulfil some requirement or other of the circular, hitherto left undone: thousands of pounds have been raised throughout the country, and the process of improvement is still in full swing. And now, even the voluntary party itself admit that the enquiry was but necessary and right; whilst the children rejoice in more room and fresh air.



ARTHUR HERBERT DYKE ACLAND.

Immediately following the issue of the Fabric Circular Mr. Acland sent out another communication to his inspectors calling earnest attention to the need for encouraging the Froebelian system of education. Up to this date kindergarten teaching in English elementary schools has been treated as an unnecessary fad, tolerated by a few inspectors but encouraged by certainly not more than one or two. Mr. Acland has now put the rational methods of education in a truer position in the English system, and school life has consequently become a pleasure to thousands of young minds who hitherto had looked upon the hours in a school as a dreaded ordeal invented by adults for the punishment of children.

The policy of allowing teachers freedom in classifying their scholars had just been born when the new minister came into power; it has now reached a vigorous manhood, for has he not this very year freed the schools from the annual artificial test-day, giving capable teachers the utmost freedom possible to enjoy under state regulations?

Then again when he took office the Free Education Act was due to come into operation in one month's time; it is an open secret that the Conservative ministry had designed this measure to prop up voluntary schools and that alone; but Mr. Acland altered all that; it became no longer an Assisted Education Act, so ran its legal title, but a real and powerful Free Act. He issued a set of simple instructions which enabled even the most ill-informed farm laborer to know his privileges under the act, and took good care that every complaint of want of proper free accommodation was expeditiously and fully satisfied. This free education memorandum was circulated in thousands and the result has been the universal and thorough application of a measure designed with no such intention.

On May 18, 1893, was laid on the tables of both houses of parliament the celebrated separate code for evening continuation

schools, which, with its generous conditions, varied subjects, and detailed schemes, was rapturously received by the educational world. "The Life and Duties of the Citizen" has been in a remarkable manner widely adopted throughout the country, and altogether this code has given an immense impetus to continuation instruction, schools and scholars having increased two hundred per cent. 1893 also witnessed the passing of an act dealing with the special education of blind and deaf children; and last year a bill was successfully piloted through raising the age for half time employment from 10 to 11; and Mr. Acland was even now engaged in furthering the movement for a still higher age for which the Factory Bill presented a likely opportunity.

The condition of the teachers themselves has been also a constant source of investigation and effort to Mr. Acland; he has been most anxious and solicitous to inaugurate a pension system for them and had prepared a bill to this intent; no doubt a few months continuance in office would have seen the fulfilment of the aspirations of the teachers in this direction. Even as it is, the vice-president has each year of office increased the amount voted by Parliament for pensions to be employed before 1861; bringing the amount from £5000 to close on £12000 per annum. In him the teachers have lost the truest friend that has ever presided over the education office.

He has also been the first vice-president to promote sub-inspectors to be H. M. inspectors of schools; and his appointments altogether have been made in the real interests of education and if one and another have been flouted because of private friendship to Mr. Acland, it must be remembered that Mr. Acland's whole previous career had been spent among educational men and matters.

The sister department at South Kensington has also felt the influence of his reforming hand and the old quasi-military inspectors have had to give way to men of science and art, whilst many antiquated regulations have gone into the limbo of dead things.

Similarly the Charity Commission of which he is titular head has been shaken to its foundation and a select committee has reported in favor of drastic reform.

Space will not permit to touch on many other points of administrative activity, but the appointment of the royal commission on secondary education now due with its report must be mentioned; it was well constituted and established the precedent of woman commissioners. The cheapening of the cost of school board elections, to come into force on September 1, next, forms a fitting climax to a comparatively short but very full period of service on behalf of the people.

Mr. Acland has made the future "Minister of Education" possible, and has lifted the whole question on to a platform of unassailable strength. There is no one of equal caliber to follow him, and one of the most interesting questions of the hour is Lord Salisbury's choice of the new head of the education office.

Mr. Acland's last act of office was to issue a very full and interesting circular on object teaching, and of this I hope to treat fully in my next letter.

## A New German Educational Quarterly

The study of foreign school systems is rapidly coming to be recognized as a necessary part of the equipment of every thoughtful educator. Even in Germany, which for so long a time held the educational leadership of the world, the importance of keeping in touch with the pedagogic movement in other countries is getting to be more strongly felt than ever. Although most of the larger educational journals have always been paying more or less attention to what was going on in the schools of other nations, there has not hitherto existed a journal especially devoted to foreign education, except perhaps the "*Revue Internationale de l'Enseignement Supérieur*," published in Paris, which, however, was concerned only with questions of higher instruction. A real want will therefore be supplied by a new German periodical which will be edited by Dr. Jacob Wychgram, of Leipzig, and the first number of which is announced to appear this fall. This periodical, called "*Deutsche Zeitschrift für Ausländisches Unterrichtswesen*" (German Journal of Foreign Education), will be devoted to all grades of schools, from the university to the elementary school, taking in both intellectual and physical education. It will contain articles on the historic, political, social, and scientific conditions under which the school systems of the different countries have been developed, and will also discuss questions of organization and methods in the different kinds of schools. It will follow up the study of pedagogy as a science in countries outside of Germany, and bring a digest of, or criticisms on, the pedagogical literature of the world.

This new journal, then, if it will come up at all to the expectations aroused by the prospectus, promises to become one of the most interesting as well as one of the most valuable educational publications. It will present a comprehensive view of the whole broad field of education, being, as it were, a kind of permanent educational congress. It will be published by the firm of R. Voigtländer, in Leipzig, the price for the four annual numbers being ten marks.

F. MONTESER, PH. D.



Some Effects of Ventilation.

Mr. Walter B. Snow has contributed to *Heating and Ventilation* a most interesting article, entitled "Practical Results in School-House Ventilation" in which he says among other things that the influence of vitiated air upon the person is so subtle that it is frequently very difficult to trace the effect directly back to the cause. This is particularly true because, to a considerable degree, the result of continued breathing of vitiated air is so slow in its progress. In fact, the most serious results are in a sense indirect, as in the case of diseases that would have been avoided had it not need for the decreased vitality and increased susceptibility to sickness.

Notwithstanding what has just been said, very few investigations of the effects of various degrees of ventilation on the health and mental vigor of school children have been carried out to the degree necessary to establish beyond question the existing relations. This is probably largely due to the fact that the undertaking is too great for any individual to attempt for his own sat-

isfaction, while no authoritative body has taken upon itself the responsibility to encourage and support such investigations.

We are familiar with such statements as that of the New York Board of Health that "forty per cent. of all deaths are caused by breathing impure air," and Playfair's assertion that in modern hygiene "nothing is more conclusively shown than the fact that vitiated atmospheres are the most fruitful sources of disease." But somehow we have become hardened to such announcements; they give us an idea that they are in the abstract; that they do not apply directly to us or those about us. Those who are selling or introducing ventilating systems still have to emphasize the necessity of improved ventilation, and something tangible in the way of argument is desired.

One of the most comprehensive investigations of this subject that has come to the writer's notice is covered by the "Report on the Cost and Efficiency of the Heating and Ventilation of Schools, for the Use and by the Request of the School Board of Dundee" (Scotland). While to a considerable extent an inquiry into the merits of mechanical ventilation, this is in effect a comparison of the effects physically and mentally of different degrees of ventilation, the best being obtained by mechanical means. There is presented herewith in tabular form a few of the results as compiled from this report:

There is little to be said in praise of the quality of the ventilation in any of the schools, as shown most plainly by the carbonic acid proportions. In a relative sense, however, the results are just as instructive. The relation between the amount of sickness and the number of micro-organisms present in the few cases reported is particularly noticeable. But more remarkable are the figures showing the proficiency of the pupils—in percentage of passes—under different degrees of ventilation. This can be attributed only to a lack of that oppressive and dull feeling that is inherent in all poorly ventilated apartments. With clearer brains and increased mental vigor there is no reason why a pupil's marks should not be higher.

As bearing still further upon the relation between ventilation and the mental ability of the scholars the following results from the investigations of Becker may be cited. He found that in a school having

2 cubic meters of air space per pupil, 44.6 per cent. of the pupils had habitual headache.

3.5 cubic meters of air space per pupil, 34.0 per cent. of the pupils had habitual headache.

6.8 cubic meters of air space per pupil, 4.7 per cent. of the pupils had habitual headache.

With a reduction of nearly 90 per cent. in the amount of headache, is there any question but that better work was done in the better ventilated schools? As will be noted, the cubic space rather than the air supply is given, but the tests were made where the ventilation was mainly due to natural agencies and hence nearly in proportion to the cubic space.

When we compare the total expense for the education of a child with that for keeping him warm and furnishing him with pure air during his school hours, we are amazed at the hesitation with which improved ventilating methods are introduced. Thus, in the public schools of Boston, for the year ending June 30, 1893, the total direct expense for education, exclusive of furniture, repairs, and new school-houses, was \$25.10. The total expense for fuel alone was 94 cents per pupil, or about 3½ per cent. of the total individual expense for education. Although no data exist by which either the exact degree of ventilation maintained or the relative expense of heating and of ventilation may be determined, yet a conservative estimate would indicate that the heating alone might have been accomplished at an expense of about 75 cents per pupil. Only fair ventilation at best was then maintained, but if it had been what might reasonably have been called *good*, it would probably have increased the total individual fuel expense about 20 cents, equivalent to an increase of about three-quarters of 1 per cent. in the total expense for education. Of course the first cost and interest on an improved system of ventilation is not here included, but it is doubtless true that a modern and efficient heating and ventilating system might, in many cases, have been installed at no greater expense than that for the already existing but inadequate system.

Method of Ventilation.	Percentage of Passes.			Infectious Diseases.—Rate per 1,000 of Av. Attendance.			State of Air. Mean of Numerous Analysis.		
	Reading.	Writing.	Arithmetic.	Measles.	Scarlet Fever.	Whooping Cough.	Carbonic Acid per 10,000.	Organic Matter.	Micro-organisms per litre.
Dundee.									
High School.	Mechanical vent.			13	11	10	13.0	3.7	4
Harris Academy	"	99.5	93.0	95.0	37	57	103	12.8	16
18 board schools	Natural	93.9	89.2	91.0	70	82	168	17.4	127
Aberdeen.									
King St. School	Mechanical	98.7	97.8	95.3			15.5		9
Rosemount Sch.	"	100.0	97.8	86.0					5
Marywell St.	"	100.0	97.7	96.0			14.4		10
15 other schools.	Natural	95.6	90.4	84.2			22.2		61
Edinburgh.									
48 schools	Grates & T's tube	93.0	90.1	90.4			13.4	8.3	47
6 "	"	93.9	86.4	91.0					
5 "	Grates	92.7	92.7	88.1			17.0	14.1	66
2 "	"	86.2	85.2	84.4					



WOMAN'S BUILDING, COTTON STATES AND INTERNATIONAL EXPOSITION, ATLANTA, SEPTEMBER 18 TO DECEMBER 31, 1895.



## Editorial Notes.

"What of your future?" was the inquiry an Iowa superintendent made of a young lady who had passed an examination. It startled her. He explained that this was but a beginning; it did not really show that she could teach; she needed now to be able to cause and direct mental growth. His sober tone aroused a deep feeling; she resolved she would not settle down and become merely a lesson hearer. She began to accumulate books on educational history and philosophy. Two years ago she took a year's vacation simply to study other teachers' methods. It was then she told the incident.

Among the juicy things the teachers of Maryland listened to at their annual meeting were these: "Latin in the Public Schools," "Instruction in Modern Languages," and an address on "The Drama as an Educational Factor." Probably some other meeting will have "Education and the Bicycle," "The Binomial Theorem and Mental Evolution."

It is a matter for much wonder that not only almost anybody is considered good enough to teach a school, but persons of absolutely no character can get into this important position before the community. Holmes charged with murder for insurance money, although an entire stranger, was given a school to teach in New York state. Mrs. Gardner, delegate to the Boston Christian Endeavor Convention, sent word home that she was dead, changed her name, then attended the summer school at Norwich, Conn., and applied for a situation as teacher and nearly got it. *THE JOURNAL* has often urged that every teacher be enrolled by the association in the county and carry a letter from that when he removes.

Most teachers realize the need of power to influence the company that gathers before them daily. Let them reflect upon Homer who passed away 3,000 years ago. What did he use to charm the listeners? He used a form of language that lives to-day, and will live. Literature is indeed a power in the hands of the teacher. Not the incident but the power of stating the incident. Literature is one of the highest powers, and the teacher should know the best forms. There is a list of 100 Best Books which some teachers strive to have read. It is a noble ambition. Drop, O teacher, the five-cent novel and cling to the masters; you will draw power from them.

The resolutions on temperance teaching passed by the New York State Teachers' Association will do the teachers no credit. They have moved in haste. It is said they were unanimously adopted; yet there must have been many who had no clear idea of their purport. *THE JOURNAL*, like all opposed to the new law, is in favor of the teaching of temperance. But the entire work of teaching temperance must not be thrown on the public schools; they exist for broad purposes. The Prohibition party think they made a great hit in getting the legislature to pass this law; it was neatly

done. The Republicans said, we will not close the saloons to please the Prohibitionists, but we will make the boys and girls in the schools study more about the ill effects of whiskey. A resolution by the association stating its disapproval of the law would have been appropriate; it might have stated the grounds of the disapproval. But the spirit of the resolutions, as quoted elsewhere, is to be condemned.

An inquiry is setting in for manual training instructors as has been prophesied in these pages. The schools started have supplied themselves with graduates of the technical schools, but have not been satisfied. These men could teach the boys how to do certain work, but they did not know the psychology of it; they needed to go to a right kind of a normal school for a year before they could teach to advantage. Probably a good many pedagogical manual training teachers could find employment at good prices. It seems imperative they should be able to teach drawing well.

Teachers fail not because they lack in education; the best teachers in the school-room to-day commenced with the barest rudiments; they industriously added to their feeble knowledge. If it be asked how they succeeded, they will quote the words of Bishop Alonzo Potter, "Success will come in an enlightened giving of yourselves to your work," when he spoke to the first graduates of the first normal school founded in the state of New York. Teachers who give of their knowledge only do not reach any very high success; such persons are apt to become knowledge-peddlers, the lowest kind of teaching. Remember that Agassiz did not teach to get a salary; he aimed to enlarge the Truth-Circle, as Swedenborg calls it.

"There were registered with the treasurer's department at Denver, on a preliminary count, 11,324 people," writes Supt. J. C. McNeill, treasurer-elect of the N. E. A. This places the Denver meeting at the head in point of attendance. Chicago, in 1887, made the best showing previous to this banner meeting, but that was only 9,086.

The present number of *THE JOURNAL* presents abstracts of a few of the best papers heard at the department meetings of the N. E. A. at Denver. Dr. Rice's paper is presented entire. The notes on pages 110-111 will be read with interest by many; there will be more of them in the next issue. A few abstracts of papers have been reserved for a later number so as not to allow matter to be crowded out that our readers are expecting to find in the present one, such as the school law department, notes of interest to school boards and superintendents, etc. Especial attention is called to the letter of *THE JOURNAL*'s London correspondent on page 104. Mr. Acland is a remarkable man, and his administration of the English education department has historic significance. The article on ventilation on page 105, contains much of interest to all teachers and friends of the schools. We do not want to enumerate all the good things offered in this number, but there is one other article that should receive especial attention, namely the one on "The Point of View," page 97. The question it discusses is of timely interest and is worth pondering over.

Hereafter Pennsylvania normal school graduates who wish their second diplomas must teach for two years after graduation in the state. Teaching in other states will not meet the requirements of the law.

The Milwaukee *Journal* says:

"Everybody feels the necessity of being able to write good English. Biology and some of the other studies in the public schools are of the nature of accomplishments. The people who support the schools have a right to expect that what is necessary shall be taught well. The least essential studies, not the most essential studies, should be curtailed."

How wanting in knowledge of the child's nature! The child must have something to write about; that necessitates observation. He must become a reporter, observe and write; hence biology.

Some old books bring a high price. At a sale in London a manuscript Herford missal of the fifteenth century brought \$505; A Myles Coverdale's Bible, 1538, \$305; the first prayer book of Edward VI., black letter, 1549, \$385; a Breviarium Romanum of 1536, with the preface of Paul III., afterward suppressed, \$320, and a perfect copy of the Sarum missal, 1528, \$175.

It seems that at the destruction of Pompeii forty silver articles were hidden in Bosco Reale, by people escaping from the city. On one of the vases is depicted a dance of death. This collection was offered to the Louvre, but it refused to pay \$100,000 for the find, so the Boston Museum of Fine Arts tried to buy it; Baron de Rothschild was desirous this should be in an European museum and so he paid the sum demanded.

### Connecticut.

The New Haven *Union* says: "How long shall the farce continue? When will our professional educators awaken to the fact that the annual school examinations are unfair if not injurious to the children? How can a child whose mind has been drilled and crammed for months in preparation for the dreaded examinations, until it loathed the sight of a text-book, be expected to solve the problems presented on examination day?"

"If the child's record for the year were taken as the criterion, there would be no necessity for over-burdening its mind toward the last of the term; there would be no undue anxiety no disappointments and heartaches.

"Abolish the annual farce known as examinations, and let each pupil stand or fall on his or her record during the year."

A suit was brought against Mr. E. C. Stiles in Seymour, Ct., by the parents of a boy named Martin A. Holden. Martin was very disorderly, talking out loud, scraping his feet, and whispering constantly. His teacher told him to remain in at recess. It is a rule of the school to allow children to leave the room when the recess is half over if they have kept quiet during that time. As Holden continued to be disorderly, he was not allowed to go. After the recess was over, he asked to go out, but was refused. About twenty minutes later during the spelling lesson, he again asked permission to go out and the teacher said, "I can't spare you now, you may go in five minutes." Whereupon, Holden threw down his pen and said he would not write his spelling lesson. His teacher replied, "Then you cannot go out."

The boy said, "I will go," and attempted to go by his teacher but was prevented. She sent for Mr. Stiles and upon his arrival

in the room he made a suitable investigation of the case. Finding the boy in a defiant attitude near the door he slapped his face once with the flat of his hand and sent him to his seat.

He was allowed to leave the room soon after. His mother demanded an apology of Mr. Stiles and failing in this brought a suit. The witnesses for the defence clearly showed that the boy had received no injury, but after a trial of three days the jury brought in a verdict for the plaintiff of \$50 and costs amounting to \$100.

### New York.

There were resolutions passed at the State Teachers' Association at Syracuse as follows:

Whereas the legislature passed a law concerning the teaching of physiology contrary to all principles of correct teaching, opposed to all school laws and customs, interfering with the courses of study and school work, therefore resolved:

1. That the New York state teachers denounce that law as an insult and a menace to the principles of free school teaching.
2. That a committee of fifteen be appointed, representing the colleges, normal schools, regents, academic and grammar school principals, the commissioners, the superintendents and institute conductors, whose duty shall be to make all honorable efforts to repeal this vicious and obnoxious law.
3. That though this law calls for the perfunctory teaching of the subject for ten weeks we advise the plan heretofore pursued until the legislature repeal this law.
4. That while waiting for the repeal we advise no purchase of new text-books on physiology; if purchase is necessary we advise the purchase of those books on which no royalty is paid for certain so-called indorsements.

### Delaware.

Prof. James E. Carroll, who for fifteen years has been principal of the Dover public schools, was elected principal of the New Castle schools on the 30th ballot. The salary is a thousand dollars for ten months. There were fifteen applicants for the position. The selection of Mr. Carroll is a merited recognition of his ability as a teacher. The people of New Castle are to be congratulated on his election.

### Massachusetts.

Supt. T. W. White, of Westboro, has been elected to a very desirable position as superintendent of the schools of Arlington, Mass. He labored hard and faithfully to build up the Westboro schools and he will leave friends who appreciated his efforts.

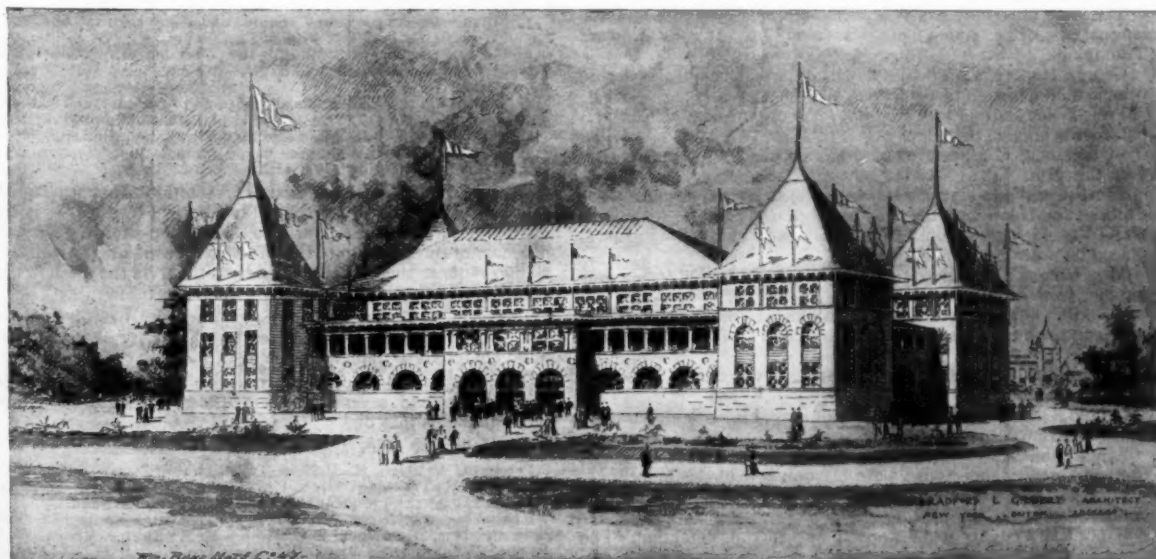
In Waltham 350 pupils took the manual training course last year. Mr. Albert P. Doe, of Lawrence, has a fine recommendation in the *Telegram* as a teacher.

North Adams has secured Herbert H. Gadsby, of Yonkers, N. Y., as principal of the high school, salary \$2000. He had been principal of the Yonkers high school three years, formerly instructor in Latin and Greek.

North Adams has secured for its superintendent Isaac F. Hall, a graduate of the Bridgewater normal school; taught at Quincy under Col. Parker, then superintendent at Dedham Leominster, then Arlington where he is greatly regretted. He is a man of unusual ability.

In Wakefield, Chas. H. Howe was chosen principal of the high school. Prin. Whitcomb resigning; he was principal in Adams for seven years; there were 100 applicants. A high school is to be opened in Billingham in September.

The truant school at Lowell has 70 occupants; Somerville 6.



MANUFACTURES AND LIBERAL ARTS BUILDING, COTTON STATES AND INTERNATIONAL EXPOSITION, ATLANTA, SEPTEMBER 18 TO DECEMBER 31, 1895.



Emma F. Bates,

State Superintendent of Public Instruction, North Dakota.

The *Malden News* complains that Miss B. H. Bell, teacher in the high school of Holyoke, had resigned to teach in Springfield after having agreed to teach in Holyoke: "With some teachers their action betrays a thoroughly mercenary spirit, and to them the interest of the schools—that is, the schools of any particular locality—is of small consequence."

The Yarmouthport papers speak of the walls of one of the school building rooms as being covered with pictures of animals, vessels, maps, pressed flowers and ferns, and a variety of other articles. Seemingly every child in the several school-rooms had put in a specimen of his or her handiwork. One of these represented the United States, and the products of this country attached to the map surface indicated sections where the several products abound. Tufts of cotton appeared on the surface of the Southern states. Bits of metal, representing gold, silver, iron, etc., marked out the places of rich ore deposits.

Boston claims that the first free school was started on the south side of Cornhill; voted in a town meeting April 23, 1635. A metal work instructor was appointed in Boston, salary, \$2,280; a clerk for mechanical arts school, salary, \$450; a truant officer also.

### California.

Miss H. M. Fairchild, who sued the San Francisco school board for back salary, received by a decision of the supreme court \$2,663.45.

The state university has established a professorship of Oriental languages. The endowment was made in 1872 by Edward Thompkins.

George Harvey, a graduate of Chico normal, has been selected principal of Chico public schools.

Prof. Wiley, formerly of Redding, has organized a college preparatory school at Berkeley.

By a coincidence Sutter county has enrolled 1895 census children this year.

San Francisco has 34,085 boys, and 34,516 girls, besides 1,405 Chinese and colored on the census roll of 1895.

The Vallejo high school which was recently burned will be replaced by a \$25,000 building.

Mrs. Hearsh's scholarships in the University of California now number twelve.

Stockton, our progressive city, is talking of bonding the city for \$200,000 for building schools. The election will be held in August.

The annual income of the state university is about \$390,000; of Stanford, about \$275,000.

Orland, Glum county, is talking of organizing a union high school district.

Santa Monica will vote upon the proposition of selling bonds to erect a new school-house. An election is held this month.

A new \$2,000 building will be built in Magnolia district, Orange county.

Santa Clara county schools are in a prosperous condition. The census shows 13,837 school children; 248 teachers; 104 grammar schools; 144 primary schools, and 4 high.

Several districts surrounding St. Helena, Napa county, voted to establish a union high school. The school will probably be located at St. Helena.

Solano county has six union high schools.

The *Pacific Educational Journal* under the joint guidance of P. M. Fisher and A. B. Coffey is bright and helpful and steadily growing in popularity.

The San Francisco board of education has selected James G. Kennedy as principal of the city normal school.

The San Francisco schools reopened on July 20.

Tehama.

PRIN. J. D. S.

### Alabama.

THE JOURNAL is indebted to Mr. J. B. Cunningham, of Birmingham, Ala., who is chairman of the executive committee of the State Educational Association, for the following correction:

"In your issue of July 20, under the heading 'Alabama State Association' a mis-statement of facts is made. The Alabama Educational Association was held, as stated, in Talladega, July 2, 3, and 4. The list of prominent members and officers is also correctly given. Truth ceases, however, with the first paragraph, with the exception of the parts taken by Supt. J. O. Turner, and ex-Supt. J. Harris. All else that appears belongs to the association of Negro teachers.

"No doubt the discussions of the colored teachers were interesting—that of Booker T. Washington eminently so, but with such the A. E. A. was not concerned. Since the white teachers of Alabama have no affiliation with the colored, save that of well-wishing, it would be difficult for an Alabama teacher, white or black, to conceive that so ridiculous a report would be sent you, unless to deceive.

On referring to the letters received from Alabama correspondents it was found that the accounts of the two meetings spoken of in the above note were by mistake embodied in one condensed report. THE JOURNAL gladly prints the following authentic report, the material for which was kindly furnished by Mr. Cunningham:

#### ALABAMA EDUCATIONAL ASSOCIATION.

Talladega, July 2-4.—About 145 teachers were present when the meeting was opened, Talladega county furnishing about 30. President John Massey, of Tuskegee presided and Prof. O. D. Smith, of Auburn, was chosen secretary *pro tem*. After the usual welcomes and responses President Massey delivered his annual address.

The story of Helen Keller written by herself to the *Youth's Companion* was read by Mr. Jas. K. Powers, of Florence.

Professor J. J. Wilmore, of the A. & M. College, spoke on "Manual Training." He made a telling point when he said that one must "not only see the angel in the stone, but must be able to get it out."

In the absence of President W. L. Brown, of the A. & M. college, his paper on "Academic Degrees" was read by Prof. George Petrie. Originally the whole business of degrees belonged to universities, not to colleges, it was shown. In 1638, Harvard college was founded, and based on the university ideas of England, granted degrees. It was a century and a quarter old before it conferred an honorary degree. In 1776, its first honorary degree, LL.D., was conferred on Washington. In the Century Dictionary it is stated that there are now 209 degrees. Harvard confers 12 degrees: Yale, 15; Michigan university about 20. The sale of degrees by unprincipled men and institutions was decidedly deprecated.

Among the conclusions drawn were the following:

1. No summer course school should, under any circumstances, confer degrees, which require severe work at a university.
2. The title "licentiate," indicating the possession of qualifications for teaching, is significant and could be generally introduced with advantage to education.
3. The term graduate is simple, dignified and significant, and will carry weight just in proportion to the character of the institution represented.
4. The habit of writing the name of the institution conferring the degree immediately after the degree would promote high scholarship and check a lavish distribution of university degrees.

Mr. W. Y. Titcomb offered a resolution disapproving the practice of styling every school teacher "Professor." It was unanimously adopted, as was also the motion of Mr. J. B. Cunningham, of Birmingham, to the effect that the members of the association request their pupils to address them by the method used in ordinary intercourse.

President R. C. Jones, of the State university, heartily approved Dr. Brown's paper. He believes that honorary degrees are too often conferred to popularize the institutions.

The departments did good work, but as many members were anxious to attend several of them it was decided to consolidate them after this into one.

The following officers were elected:

President, Dr. Geo. R. McNeill, Talladega; first vice-president, Dr. John Massey, Tuskegee; second vice-president, Prof. A. G. Spinks, Moulton; third vice-president, Miss Anna McIntyre, LeGrand.

Chairman executive committee, J. B. Cunningham, Birmingham; associate members, B. F. Meek, Tuscaloosa; E. K. Eldridge, Troy; W. B. Bowling, Montgomery; Miss B. M. Haley, Jasper.

Secretary, T. C. McCorvey Tuscaloosa; treasurer, George W. Brock, Jasper.



## Boards of Education.

In Oakland, Cal., all teachers 60 years of age must be retired on \$45 per month.

A law requiring physical training to be taught in the public schools has been passed in Maryland.

In Piqua, Ohio, the teachers must furnish a certificate of physical soundness and ability to do school work.

The West, as the East, is unfortunate in electing men to office who are unable and unfit to bear the responsibility of thinking for the electors. The governors of Illinois and Kansas are examples. The latter writing of the Western farmer "rapidly tending towards poverty he demands to know why; he believes the decline in prices follows shrinkage in the volume of money in circulation." The former is an example of the shrinkage in moral ideas. "Don't mention his name; don't speak it," said a Chicago teacher at Denver. Sad thoughts fill the minds of the teachers when they cannot respect those filling these high offices.

The trouble at Olneyville comes from changing from the district to the town system. There is a dispute which involves the legality of the vote taken on the adoption of the town system, passed on by the supreme court. As things now stand both are at a loss to know what to do and to act legally.

In Cumberland they complain of the "big five" of the school board. Three of the seven had had no experience in school affairs. Two others of the committee had some experience of no particular value, while the remaining two were educated, experienced gentlemen, well fitted for the important duties which they had taken a solemn obligation to perform. The three novices and the two others formed a combine, it would appear, for the purpose of controlling appointments and electing such teachers as they might agree upon, regardless of merit or qualifications. Several teachers were dropped.

The board of education of Kansas City, Kansas, discharged five of the teachers in the city schools because they were Catholics. Mrs. Jennie Burton, Mrs. Mary Goddill, Miss Katie O'Brien, Miss Mary Dryer, and Miss Josie Daniels. Supt. Hanks had recommended these teachers as among the best teachers in the schools, out of the 120 under his charge.

President F. C. Hills, of the Sioux City (Iowa) board of education, whose portrait is presented on this page, is a sturdy and vigorous worker and a warm friend of the public schools. He is a native of Kent, England, where he was born in 1842. At the age of seven he came to Oneida Co., N. Y. He received his schooling in Mt. Vernon, N. Y., and at the Rome N. Y., commercial college. He served in the army as sergeant of Company E, 117th N. Y. Infantry, which was mustered into service in July, 1862. After three years of service he was discharged for disability before expiration of the term of enlistment. Since then he has been engaged in railroad work most of the time. Mr. Hill is a resident of Sioux City since 1868, and has served five years on the school board and has been twice elected president of that body. His term will expire with the close of the present (sixth) year.

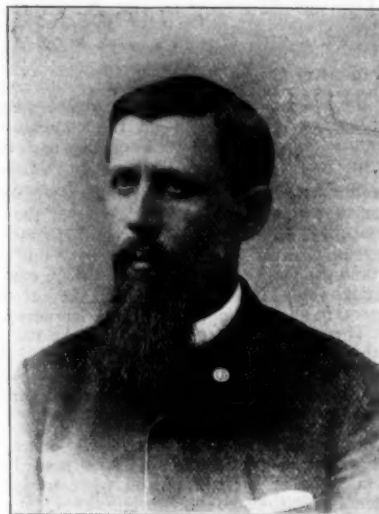
"The Isaac Pitman Complete Phonographic Instructor," "A Manual of Phonography," and "The Phonographic Teacher," were officially adopted by the Brooklyn (N. Y.) board of education on June 6. It is a pleasure to record the onward march of progress of the Isaac Pitman system of shorthand. The result of the teaching of the same in the public day schools of New York city has been very gratifying.

Supt. Chas. H. Morss, of Milton, goes to Medford at a salary of \$2,500, an increase of \$500. He is about 38 years old.

Principal Cate, of the Fall River school, resigned, and the following named have applied for his position: Normal S. Easton, F. M. Greenlane, South Berwick, Me.; Louis L. Hooper, Chocoma, N. H.; Oliver P. Watts, Malone, N. Y.; Frederick G. Jackson, Dorchester, Mass.; Howard P. Haines, Malden, Mass.; C. A. Miller, Middletown, Ct.; Frederic J. Smith, North Hadley; Harry Landes, Rockland, Me.; Allen Latham, Andover, Mass.; Kirk W. Thompson, Franklin Falls, N. H.; Geo. W. Bliss, Stoneham; C. L. Jendkins, Needham; Charles H. Atkins, Lynn; Frederic E. Sears, Somerville; W. T. Jackson, Pawtucket, R. I.; E. B. Lawrence, New London, Ct.; Thomas H. Clarke, Tufts College; Joseph A. Frizzell, South Boston; J. I. Phinney, Exeter, N. H.

### New Hampshire.

The Nashua Gazette says the average number of scholars in the public schools in 1890 was 2075, expenses \$47,685, and in 1894, 2224, expenses, \$56,180.45—an increase of nearly \$8,500 in cost and only 149 in attendance, and thinks it is about time for the people to look into the matter and find out if possible how the board of education accounts for this.



F. C. HILLS,  
President Board of Education, Sioux City, Iowa.

### Indiana.

The "Thornton case" Judge McMaster decided adverse to the application. It related to the right of Thornton's adopted child, a six-year-old girl, to attend the school-house nearest her home, instead of one four squares further away, in conformity to the order of the superintendent of the public schools of Indianapolis removing all the colored children of the grade of the child in this case to another school.

He said if the transfer was made in the exercise of a discretion, with which the law has invested him the court has no power to review that discretion or to compel by mandate its exercise in a particular manner. The legislature enacted a law which was as follows:

"The trustee of trustees of each township, town or city shall organize the colored children into separate schools, having all the rights and privileges of other schools of the township: Provided, That in case there may not be provided separate schools for the colored children, then such colored children shall be allowed to attend the public schools with white children; provided further, That when any child attending such colored school shall, on examination and certificate of his or her teacher, show to the trustee or trustees of any township, town, or city that he or she has made a sufficient advancement to be placed in a higher grade than that afforded by such colored school, he or she shall be entitled to enter the school provided for white children of a like grade and no distinction shall therein be made on account of race or color of such colored child."

"Besides, the act done was lawful in itself, and did not, legally speaking, invade the rights of the relator or his child. The court is bound by the law and must apply it as it is found to exist to the facts in the case."

### No Compulsory Education for Them.

The Boston Traveler recently printed a good story of a school board officer who received an anonymous letter informing him that at a certain house were two kids that were not attending any school. He at once started for the house indicated, and in reply to his official knock, came the good woman of the house.

"You have two children who do not go to school," said the officer.

"Children?" said the woman, "We've no children."

"Oh, yes, you have," said the officer.

The woman stepped back and called her husband.

"Here, John, here's a man says we have some children, and they don't go to school."

"You are mistaken, sir," said he.

"But read this," persisted the officer.

The man read at first with a puzzled expression, and then a light broke over his face.

"Yes," he said at last, "I suppose I must admit it. My kids don't attend school, certainly, because I really don't like to send them."

"It doesn't matter what you like, they will have to go," said the officer. "Let me see them."

The man meekly led the way to an out house, where, calmly reposing by the side of an old nanny-goat were two veritable "kids."

## Denver Meeting of the N. E. A.

FROM THE EDITOR'S NOTE BOOK.

## Registered attendance, 11,324.

Some of the sessions were mere "experience meetings" that must have been a severe strain on the confessors' veracity. "I have found in my teaching" was frequently used to give force to weak arguments.

Miss Sarah C. Brooks, of St. Paul, spoke for a vast army of teachers when she admonished the speakers that they must simplify the presentation of pedagogic subjects. If truths are so obscured by technical terms and phrases that none but the initiated can understand the meaning of the speaker there can be no progress. "Adapt yourself to the capability of the learner," is a rule that holds good in all teaching, whether the learners are children or adults. The Herbartians, particularly, make the mistake of presenting their arguments in a peculiar pedagogic jargon that is not easily understood by all. Their noble efforts to disseminate sound educational principles might be rewarded by much greater success if they would follow Miss Brooks' advice.

"Wind doesn't quiet that Earl Barnes," said one of the Council members after a meeting where the Pacific perturber had been particularly in evidence. "He'll ask you whether you can prove your statements from the actual observation of actual children and if you cannot do it, he'll let you know it, but that isn't the worst of it; everybody else will know it too. I like his style, but I am not going to tackle him, not till I have made a more careful study of children and their ways and needs."

Supt. L. H. Jones, of Cleveland, is a thoroughly practical school man. His talks on pedagogic questions are a treat. "Give me Jones and Gilbert and Col. Parker," one superintendent said, "and you may keep all your college professors. I like hard-pan pedagogics, the kind that makes you feel that actual experience is back of it all."

Col. Parker loves flowers. On his way to a meeting he stopped to admire a wildflower growing on the roadside. "Wonder what its name is?" he asked. But there was no botanist near. The colonel picked it and put it in his buttonhole. "If my old friend Apgar were here," he said, "he could tell me all about the pretty flower. Apgar is the best botanist of the country."

The news of the appointment of Dr. Levi Seeley as professor of pedagogics in the State normal school at Trenton, N. J., greatly pleased the Easterners. The West has captured so many of the pedagogical scholars that the satisfaction of having held one of the foremost of them is worth a great deal. New Jersey has reason to be proud of its new acquisition.

Prof. Galbreath, of the State normal school of Winona, Minn., is a vigorous expounder of pedagogic principles. In his discussion of Prof. Frank McMurtry's thesis on concentration before the Herbart Society, he emphasized particularly the need of correlating instruction, giving the child new ideas with instruction, giving him power to practically apply them. Pres. J. W. Cook, of Normal, Ill., thus illustrated the point: "As soon as you have fixed the idea of benevolence, take up a collection." It's action that develops the will.

Mr. Henry R. Sanford, the genial senior institute instructor of the New York State department of public instruction, went to Mexico after the meeting, for the purpose of observation and study of the geographical peculiarities of that country, the habits of the people, etc. He had letters of introduction to the educational authorities of Mexico to enable him to obtain intelligent information and advice. He will return in the fall with a valuable collection of photographs. The results of his observation tour will be given to the New York teachers in stereopticon lectures. The promise of a lecture by Mr. Sanford will, no doubt, prove a great attraction of the coming institutes.

## UNIFORM COLLEGE ENTRANCE REQUIREMENTS.

Since the appearance of the Report of the Committee of Ten it has been generally felt that some definite action should be taken to bring about the better adjustment between secondary schools and colleges and universities which that report recommends. A most important step in this direction was taken by the joint action of the Department of Secondary Education and the Department of Higher Education in appointing a Conference Committee on Uniform Entrance Requirements, composed of five representatives of each department, to carry on investigations in this line and report a definite plan of action at the next meeting. The members of the Committee from the Department of Secondary Education are: Prin. W. H. Smiley, Denver; W. C. Jones, of Berkeley, Cal.; J. R. Bishop, Cincinnati, O.; A. F. Nightingale, Chicago; C. H. Thurber, Hamilton, N. Y. It is expected that Pres. J. H. Baker, of Colorado, will head the committee from the Department of Higher Education. Assurances have been received that if this Conference Committee can present a satisfactory plan of action an appropriation will be made next year to carry on the work.

Prof. Hinsdale, of the university of Michigan, was the pedagogic oracle of the Council and contributed liberally also to many other meetings.

Dr. Elmer E. Brown, professor of pedagogics of the University of California, is making his influence felt on the Pacific coast. His investigations cover a broad ground and are of a most practical character. Courses of study for graded and ungraded schools, organization of educational systems, building, heating, and ventilation of school-houses are among the subjects to which he has devoted his attention, and his advice in these matters is of great value to school officers. THE JOURNAL refers particularly to his suggestions relating to "Observations of Schools and Teaching," p. 278, Vol. XLIX., and "Notes on the Correlation of Studies," p. 703, Vol. L.

His principal lines of investigation appear to be child study and the problem of correlating studies. He aims to find practical ways of observing children and recording results that will be of greatest helpfulness to teachers in dealing with children. Dr. Brown managed to keep his name off the N. E. A. program. He should not be allowed to escape the next time the association meets.

New York teachers are proud of their state superintendent. By the way, it's "Dr." Charles R. Skinner now. At Denver the news was received that Hamilton university had conferred upon him the degree of LL.D. The honor is well deserved. He has already made a splendid record for himself, though he is in office only about four months. A child study department has been organized with a view of encouraging the spreading of the movement in the state and of giving the teachers practical directions. A handsome appropriation was obtained from the legislature for lantern slides, stereopticons, etc., to illustrate institute lectures. A law was passed by whose terms no teacher can be employed in the schools of the state after 1897 who has not had at least a one year's course of professional training. The state superintendent has been given power to decide what normal schools and other teachers' training institutions shall be considered qualified to give the required preparation. These and several other important changes have already taken place under Dr. Skinner's administration. There are still other reforms to come. Dr. Skinner believes in progress and he is a capable leader.

There are at every meeting some chronic croakers who delight in sneering at every new educational movement that is being advocated by progressive leaders. The Denver meeting was no exception. There were a few persons who seemed to have come for the purpose of discovering symptoms of "faddism" in the speakers to give them an opportunity to contribute a few sarcastic morsels to the discussion. But they found little support. Neither did the "wise" men, to whom everything new was known long before its advocates were born, find much encouragement. Supt. Gilbert, of St. Paul, paid the latter element a well deserved tribute when he said: "I am surprised at the shrewdness of these wise men who knew it all and still managed to keep it so carefully to themselves that no one ever got a chance to suspect that they possessed it."

If a vote had been taken to determine the most popular of the members present at the meeting, Miss Estelle Reel would undoubtedly have been named by the majority. Her charming ways won her many friends. No wonder the people of Wyoming elected her to the state superintendency.

Mr. John F. McClain, the New York city manager of the Remington Typewriter Company, was in search for a good synonym for the word "faulty." The word was to begin with an *r* to complete an ad. that will look something like this:

**R**emington  
rectifies  
(faulty)  
hetic.

Quite an interest was taken in Mr. McClain's search for information. Staid college professors, high school principals, school teachers, journalists, school supply, and book agents searched their vocabularies and tried to solve the problem. Among the quota contributed were such gems as "rickety, rocky, rotten," and words that no dictionary could explain. When the editor returned to his den he found on his desk a card bearing the brief message: "Eureka! *Reprovable*."

Prof. Earl Barnes is a most courageous and daring speaker in his theories. He brought life into the Council meetings. Many members of that augustly conservative body regarded him as *enfant terrible*. It was a pleasure to hear his sharp criticisms—for those who were out of reach, of course.

Some very amusing errors were found in the meeting reports of the local papers. They were discussed in the hotel lobby one evening by a jovial crowd. One said that the best joke on school maidens he had ever seen was that discovered by the *Atlanta Constitution* in the columns of an Alabama paper. The editor wanted to say something very nice about the "women teachers' institute" and wrote that "all filled their parts well;" but the printer put an "n" in place of one of the "r"s.



Mr. James B. Churchfield, the American manager of the great school music publishing firm Novello, Ewer & Co. made many friends among the teachers. Novello's school songs, operettas, and cantatas, action songs, etc., have become very popular and will no doubt have a large circulation in this country. The *School Music Review* occupies a field peculiarly its own, being the only periodical exclusively devoted to the interests of music in the schools. Mr. Churchfield is an active and vigorous worker and knows how to attract the interest of music lovers to his publications.

Dr. Sheldon, the venerable head of the Oswego, N. Y., state normal school, is as hale and active as ever. Some of these pioneer workers never grow any older, it seems. Their battles in the early years of the Pestalozzian campaign must have steeled them physically and intellectually.

Prof. E. R. Shaw, of the New York university, should have been present at the meeting of the business education department when vertical writing was discussed. He would have been able to settle some of the disputed points of the relative speed of the vertical and sloping systems. A brief statement of the results of his thorough experiments along this line would have saved a great deal of time that was wasted in talk of the "I found in my experience" kind.

Supt. Warren Easton, of New Orleans, spoke with proud enthusiasm of the progress of education in his city. The people are certainly proving their interest in the schools in the fine buildings they are erecting for them.

"In the West it is customary to have it out," Col. Parker told the chairman of the art department in the memorable debate with Dr. Clarke, but he should have known that Denver is not West. It is "the center" the writer was told, and he is willing to believe it, for one Denverite told him he lived "East" formerly, in Indiana.

Dr. A. P. Marble's address was considered by many the best oratorical effort of the general meetings. Its sparkling humor took the audience by storm. Dr. Marble is the same genial soul that he ever was and as a scholar ranks high among city superintendents. His work as head of the Omaha school system has been very successful. Still it is rumored that he may not hold his post very long as the A. P. A., which is claimed to be very powerful in that city, is stirring up public sentiment against him. He was elected to his present position last fall to take the place of Mr. Frank Fitzpatrick who resigned to accept the management of the New England office of the American Book Company, at Boston. Before that, it will be remembered, Dr. Marble was for twenty-five years superintendent of the schools of Worcester, Mass. Why the A. P. A. should be against him, is not clear, but it is said that he would not recommend the election of teachers favored by that organization. If this is true his courage deserves commendation. No superintendent should allow himself to be made the tool of any clique, though most of them haven't enough

backbone to resist. It is hoped that the intelligent people of Omaha will hold up Dr. Marble's hands in the approaching fight. He should be re-elected without question.

Later.—Since the above was written the news has come from Omaha that Dr. Marble was defeated and Supt. Frank B. Cooper, of Des Moines, Ia., elected in his place. The action of the board of education is condemned by the best friends of the schools, who say that Dr. Marble has made a very efficient superintendent and should have been retained. The A. P. A. is said to have demanded his retirement. The Omaha board balloted for a week. For a long time Dr. Marble had seven out of the fifteen votes, on July 22 in the evening the eight remaining ballots were cast for Mr. Cooper and the latter was declared elected. Supt. Cooper, on hearing of his election, promptly informed the board that he could not accept the position under the circumstances.

"Mr. Marble was born in Vassalborough, Me., May 21, 1836. He was graduated from Waterville college, now Colby university, in 1861, and from that institution received the degree of Ph. D. in 1881. He was a teacher in Wisconsin, in Maine and in Massachusetts until he became head of the schools at Worcester in 1868. He held that position until about one year ago, when he was defeated for re-election in a bitter contest. He then was called to Omaha. In 1888 and 1889 he was president of the National Educational Association, and for some years he was on the Wellesley college board of visitors."

One way of becoming a member of important committees was pointed out by a prominent Western educator. When the organization of the Council committee on rural schools was discussed he said: "We must get the ablest and most intelligent people on this committee. I am deeply interested." He was not disappointed in his hopes.

Supt. Locke, of Saco, Me., did splendidly. He brought with him a party of seventy-two teachers, nearly all from his own state. Maine was never so well represented.

The fault that was found with Professor Channing's speech was that it was "too instructive." It would sound better in a college class-room than from a platform of a teachers' association. Lessons in geography and history are not wanted.

As a business manager no better man than Supt. McNeill could have been found. He will turn a large amount of money into the coffers of the association.

Professor Hinsdale is always ready to discuss pedagogics. He is the author of quite a number of books, has written many articles for educational and religious journals, and has addressed audiences in every part of this country. It was learned that D. Appleton & Co. are publishing a new book of his on "The Teaching of Language Arts," which will appear soon in the International Education Series.

A number of N. E. A. notes are crowded out for want of space. These will appear next week.

## THE HEART OF OAK BOOKS.

Edited by Professor CHARLES ELIOT NORTON, Harvard University.

A new and enlarged edition of this famous collection of English Literature. These books are prepared for use as *supplementary reading*. They have been edited by an eminent scholar in literature and an eminent teacher. What are they for? do you ask. **To cultivate the taste. To acquaint children with instructive and interesting books. To keep evil literature out by creating a desire for good. To wisely direct the power of the imagination.**

The first book begins with old childish rhymes and jingles, and with some of the most widely known fables and stories. In the second book are favorite fables and stories of adventure. In the third book are some of the best poems of childhood, and old stories and fairy tales from the best English versions. In the three remaining volumes are shorter poems universally accepted as permanent treasures of our language, and prose writings from the best writers of the past three centuries.

### Kindly note what competent critics have said about the Heart of Oak Books:

A. S. HILL, Prof. of Rhetoric and Oratory, Harvard Univ. (Author of "Principles of Rhetoric"): I have never seen any reading-books for schools which compare with your Heart of Oak Books for excellence, and I hope that you will be successful in inducing the schools generally to adopt them.

E. H. RUSSELL, Prin. State Normal School, Worcester, Mass.: These books strike me as being the most valuable contribution I know of to the means of teaching reading in schools.

G. P. PHENIX, Prin. Conn. Normal School, Willimantic, Conn.: I am more than pleased with the books. An order has already been put in the hands of our buyer for copies, and we shall probably want more later.

F. B. STOWELL, Prin. State Normal School, Potsdam, N. Y.: "I can hardly conceive of a more complete selection of classics. It is certainly a happy introduction to English literature."

J. M. MILNE, Prin. State Normal School, Geneseo, N. Y.: I believe them in many respects to be very valuable.

L. H. JONES, Supt. of Schools, Indianapolis, Ind.: I am delighted with the classic character of the selections. With them pupils will not only learn to read, but learn to love to read, which is much more.

A. R. SABIN, Asst. Supt. of Schools, Chicago: It is a good day for the schools when men like Prof. Norton think of them. Something usually comes of it. The first two numbers of the series are perfect and complete. I would gladly see them in our schools in daily use.

W. W. PENDERGAST, Supt. Public Instruction, St. Paul, Minn.: Although I expected to find them of a high order, they are even better than I expected. Most excellent judgment and literary taste have been exercised in making selections.

Reading books should be of a literary character. . . . They should make very sparing use of sentimental poetry. From the beginning of the *third year* at school the pupil should be required to supplement his regular reading-book with other reading matter of a distinctly literary kind. At the beginning of the *seventh school year* the reading-book may be discarded, and the pupil should henceforth read literature,—prose and narrative poetry in about equal parts.—*The Conference on English, Report of Committee of Ten.*

PRICE: {	Book I.,	-	.30	Book III.,	-	.45	Book V.,	-	.60
	Book II.,	-	.35	Book IV.,	-	.55	Book VI.,	-	.65

D. C. HEATH & CO., - - - Boston, New York and Chicago.



## School Reports Received.

STATE OF MINNESOTA.—Eighth biennial report of the superintendent of public instruction for the years ending July 31, 1893 and 1894. 1893. Number of pupils in public schools entitled to apportionment, 244,289; not entitled to apportionment, 67,827. 1894.—Entitled to apportionment, 275,368; not entitled, 67,393. Number of teachers in common districts in 1893, 6,425. In 1894, 7,565. Average monthly wages in 1893 for males, \$41.75; for females, \$31.80. In 1894, for males, \$39.38; for females, \$32.66. Number of teachers in 1893 who have attended a teachers' training school, 2,424; in 1894, 3,739. Average number of months in school year in 1893, 6.4; in 1894, 6.9.

Number of teachers in graded schools of special and independent districts in 1893, 2,515; in 1894, 2,757. Average annual salaries for males in 1893, \$575; for females, \$390. In 1894, males, \$8.5; females, \$388. Enrollment of pupils in 1893, 109,559; in 1894, 120,996. Number of new school houses built in 1893, 20; in 1894, 31. Value of all school-houses and sites in 1893, \$6,886,460; in 1894, \$8,800,530. Number of volumes in libraries in 1893, 75,075; in 1894, 91,892. Value of libraries in 1893, \$63,192; in 1894, \$73,868.

Total number of school districts in 1893, 6,026; in 1894, 6,111. Total number of new school-houses built in 1893, 347; in 1894, 273. Value of all school-houses and sites in 1893, 10,158,636; in 1894, \$12,227,134. Total value of school libraries in 1893, \$132,000; in 1894, \$283,432. Number of normal schools, 4. Enrollment, 1893, 1,786; 1894, 1,839.

SIoux CITY, IOWA.—Report of the condition of the schools of Sioux City. Number of school buildings, 27. Number of principals, 11. Number of teachers, 139. Total enrollment, 5,803. Average enrollment per teacher, 41.7. Two kindergartens have been established with satisfactory results, and the president of the board recommends that other kindergartens be established. The training school graduated a class of nine; the pupils in these classes substitute in many cases where teachers are absent. In accordance with the recommendation of the president of the board the superintendent prepared a blank for teachers to record their observations of each pupil. These reports are not intended for publication, but to enable the teacher to become familiar with the peculiar characteristics of each pupil.

CAMBRIDGE, MASS.—Annual report of the School Committee. Number of school houses, 258. Estimated value of school buildings, \$873,000. Number of teachers, 312. Cost of each pupil, \$20.50. Expenditure for school purposes, \$363,719.70. There are eight kindergartens, with 387 pupils; cost per pupil, about \$19. Sewing has been taught for five years to the girls of the lower grades of grammar schools; 45 minutes per week is given to this branch. Vertical writing was introduced experimentally for one year, in three primary schools, and in the four lower grades of three grammar schools. Since 1890 books from the public library have been delivered at the schools once a week for the use of all the grades in the high schools, and the three highest grades in the grammar schools. More than 6,000 books were sent to the schools during the past two years. The experiment proved so successful that now all grades of grammar schools are to have access to the library books.

CONNECTICUT SCHOOL DOCUMENT NO. II.—Catalogue of the state normal training school at Willimantic, Connecticut.

CONCORD, N. H.—School Reports. Total attendance, 2,465. Number of teachers, 61. The work in nature study has been in charge of Miss S. E. Brassill, of South Weymouth, Mass. Much interest is shown in this branch. Military drill has been introduced into the high school. In June, 1894, the first regular class, consisting of six young ladies, was graduated from the training school. Concord was the first city in the state to introduce manual training into her school system, and the results are most satisfactory. 151 pupils are in the wood-working class, 468 sewing, 69 cooking. Much interest is shown in the work of cooking. As a result of seventeen lessons, 392 experiments were tried at home.

PLYMOUTH, PA.—Course of study.

NEBRASKA CITY, NEB.—Course of study.

WARRENSBURG, MO.—Annual catalogue of the state normal school.

STATE OF MASSACHUSETTS.—Course of studies for elementary schools, prepared under the direction of the Massachusetts board of education.

STATE OF MONTANA.—Third Biennial Report of the Superintendent of Public Instruction. Number of school-houses, 529. Seventy-five new

school districts have been created. Number of pupils enrolled, 25,270. Number of teachers employed, 801. Average salary, male, \$65.20; female, \$46.95. Expenditure per capita of average attendance, \$4.28. Value of school property, \$1,660,730. The state superintendent states that the compulsory education law is of no effect, that within the state there are 2,450 children between the ages of 8 and 14 years who have not been in any school, and yet there has not been a single prosecution. The superintendent strongly recommends that the standard of scholarship among teachers be raised.

STATE OF COLORADO.—Ninth Biennial Report of the Superintendent of Public Instruction. Attendance for 1893, 46,187. For 1894, 58,330. Cost of schools in 1894, \$2,213,721. The department of public instruction had prepared a full set of statistics, which were stolen just before the report went to press. Consequently the report had to be published without the full statistics.

STATE OF ALABAMA.—Biennial Report of the Superintendent of Education for the scholastic year ending Sept. 30, 1894. The census returns for 1893 show the number of white pupils to be 320,442; colored 259,255. Total 579,697. During the last scholastic year over forty-five hundred white, and twenty-five hundred colored schools, not including colleges and private schools. The state superintendent reports great improvement in the character of the school building.

STATE OF RHODE ISLAND.—Twenty-fifth Annual Report of the State Board of Education, together with the fiftieth Annual Report of the Commissioner of Public Schools, ending April 30, 1894. Number of children enrolled in 1894, 55,671. Average attendance, 38,587. Number of schools, 1,219. Number of teachers, 1,554. Wages per month, male, \$101.19; female, \$90.10. Expenditures for teachers wages, \$719,409.95. Estimated value of all school property, \$3,864,862. Number of free public libraries, 44. Number of volumes on hand, 232,674. Total circulation, 380,544. Amount paid to libraries, \$5,500. Number of high schools, 15. Number of evening schools, 57. Cost per capita of pupils enrolled, \$12.92.

STATE OF NORTH CAROLINA.—Biennial Report of the State Superintendent of Public Instruction from July 1, 1892 to June 30, 1894. Total expenditures for 1893, \$790,320.29; for 1894, \$783,405.09. Enrollment for 1893, white, 232,560; colored, 124,398; total, 356,958. For 1894, white, 235,486; colored, 123,899; total, 359,385. Average salary of teachers for 1893, white males, \$26.46; white females, \$23.37; colored males, \$24.69; colored females, \$20.36. For 1894, white males, \$25.53; white females, \$23.08; colored males, \$23.08; colored females, \$19.27. Value of public school property in 1893—for whites, \$785,631.34; for colored, \$269,147.66. 1894—for whites, \$817,148.08; colored, \$301,149.80. Number of public school-houses in 1893—for whites, 4,271; for colored (five counties not reported) 1,942. 1894—for whites, 4,356; colored (three counties not reported) 2,010.

WRENTHAM, MASS.—Annual Report of the School Committee.

STATE OF MASSACHUSETTS.—State examination and certification of teachers. Report by the secretary of the board.

## Ten Days of Delightful Travel Through the South for \$55.00.

Two early Autumn Tours, Sept. 24th and Oct. 8th, under the Personally Conducted Tourist System of the Pennsylvania Railroad Company. Gettysburg Battlefield, Blue Mountain, Luray Caverns, Basic City, The Natural Bridge of Virginia, Grottoes of the Shenandoah, Richmond, Washington, and Mt. Vernon visited during the tour. Parlor car and hotel accommodations, guides, carriages, and all necessary expenses covered by the rate. A tourist Agent, Chaperon, and Baggage Master will accompany party. For detailed itinerary address Tourist Agent, Pennsylvania Railroad, 1196 Broadway, New York.

## Recalled Stormy Times.

"Well that looks natural" said the old soldier, looking at a can of condensed milk on the breakfast table in place of ordinary milk that failed on account of the storm. "It's the Gail Borden Eagle Brand we used during the war."

For those who are nervous and run down Hood's Sarsaparilla is the ideal building-up medicine.

For Good  
Color and  
Heavy Growth  
Of Hair, use

**AYER'S**  
Hair Vigor

One  
Bottle will do  
Wonders. Try it.

Purify the Blood with Ayer's Sarsaparilla.

MRS. HAILMANN'S Training School  
for Kindergartners and Primary

Teachers (formerly at La Porte, Indiana), will be reopened next Fall at Washington, D. C. Send for circulars.

Eudora L. Hailmann,  
1404 Bacon Street, Washington, D. C.

## TUITION FREE.

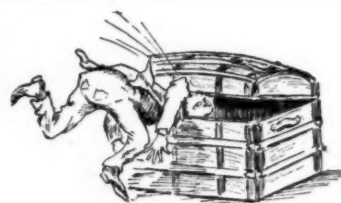
CHICAGO FREE KINDERGARTEN ASSOCIATION  
NORMAL TRAINING SCHOOL  
A new class organized every September.

FACTORY:  
Eva R. Whitmore, Anna L. Bryan, Margaret W. Morley, Mari Ruff Hofer.  
For further information address Chicago Free Kindergarten Association.

ARMOUR INSTITUTE,  
Armour Ave. and 33d Street, Chicago.

ISAAC PITMAN'S  
SHORTHAND  
TAUGHT IN THE  
PUBLIC DAY SCHOOLS OF  
NEW YORK CITY.

Send for specimen pages of "Isaac Pitman's Complete Phonographic Instructor." Used in the above schools. ISAAC PITMAN & SONS,  
33 Union Square, N. Y.  
ATTEND the Metropolitan School of Shorthand, Presbyterian Bldg., 156 Fifth Ave., cor. 20th St. Competent instructors. 15 years experience. Lowest terms.



**"Packing up**  
to go away for the  
summer, are you?  
Well, don't forget  
that bottle of Pond's  
Extract."

Incomparable for sunburn, chafing,  
bruises, inflamed eyes, insect  
stings, etc. Made only by  
POND'S EXTRACT CO., 76 Fifth Ave., New York.

## The Cranks of .



### Columbia Bicycle

differ from all other bicycle cranks. Easy to take off, easy to clean bearings, easy to put back. No nuts or bolts to work loose or catch trousers.

Look like one piece; are one piece mechanically.

One of the many improvements that maintain Columbia Standard.

"1896 Machine in 1895."

GET THE NEAREST AGENT TO EXPLAIN.

POPE MANUFACTURING CO.

GENERAL OFFICE AND FACTORIES, HARTFORD, CONN.

BRANCH STORES:

BOSTON, NEW YORK, CHICAGO, PROVIDENCE, PHILADELPHIA  
BUFFALO, BROOKLYN, BALTIMORE, WASHINGTON, SAN FRANCISCO

## Every Reader

of this paper who has not our catalogue of teachers' help, should send a card asking for it. It will tell you how to save time and labor, have a better school, and get a larger salary next year.

E. L. KELLOGG & CO.,  
61 East Ninth St., N. Y.

## Magazines.

Captain Alfred T. Mahan, since the appearance of his "Sea Power in History," has been declared by European authorities the first among naval tacticians. In the August *Century* he draws some "Lessons from the Yalu Fight," based upon an account of the battle appearing in the same number and written by Commander McGiffin of the *Chen Yuen*. Captain Mahan's conclusions bear upon problems that confront the constructors of ironclads for every maritime power. While recognizing the value of heavy guns for attack upon the motive power of the adversary, Captain Mahan says that the rapid-fire gun of moderate caliber has established its position as the greatest offensive power in naval warfare.

*The Writer* (Boston) for August contains a great deal of interest and help literary workers. Charles Robinson contributes an interesting article on "Plagiarism," H. Phelps Arms suggests a plan for "Compelling Careless Editors to Pay," on which the editor of *The Writer* comments in an editorial, and Frank C. Higgins describes "One Way to Become a Polyglot."

Child life among primitive peoples offers an attractive field for study to every lover of children. To Americans, child life among the Indian tribes of this country ought to be of more than passing interest. Elaine Goodale Eastman, widely known as a writer on Indian habits and characteristics, in an early issue of *The Sunday School Times* will describe the home training, the work and the play, of Indian little ones on the frontier. This article is one of a series on "Child Life in Many Lands," now appearing in the paper.



## 'S. H. & M.'

Bias Velveteen Skirt Bindings

last as long as the skirt."

A set of the "S. H. & M." miniature figures showing the latest Parisian costumes, mailed for 10c. in stamps.  
The S. H. & M. Co., P. O. Box 699, N. Y.

"S. H. & M." Dress Stays are the Best.

## LADIES



USE  
ONLY

Brown's French Dressing

ON YOUR

BOOTS and SHOES.

## † ALL THE CUTS †

Published in The School Journal

ARE FOR SALE

At Reduced Prices.

Half Tones, 20c. per sq. in., minimum price, \$2.00.  
Line Etchings, 7c. per sq. in., minimum price, 75c.

Orders should be sent in as soon as possible after cuts appear in the paper, as all cuts must be disposed of shortly after publication. Address  
E. L. KELLOGG & CO., 61 E. 9th St., New York.

HAVE YOU SEEN THE

"MAN WONDERFUL"

MANIKIN.

It contains fifty different colored plates of the human body, one-third life-size. Every organ in proper position over the next. Plates printed on cloth and durably mounted on heavy binders' board, and bound in cloth. Fifty thousand manikins have been sold for from \$25 to \$80 each. This one though smaller answers the same purpose. It is just right for the student. Price, \$5, Special price to subscribers, \$4, postpaid, securely packed, complete with manual.

E. L. KELLOGG & CO., New York and Chicago

DEAFNESS & HEAD NOISES CURED  
by F. J. HANCOCK's Famous Ear Candles. No surgery. Guaranteed when all remedies fail. Sold FREE only by F. J. HANCOCK, 644 Broadway, N. Y. Write for book of proofs.

FRANKLIN COLLEGE, New Athens, O.  
Begins 7th year Sept. 2. Board, tuition, furnished room, and books, \$1.50 to \$3 a week; 8 courses; no saloons. Cheap, safe. Largest attendance yet. Catalog free. W. A. WILLIAMS, D.D., Pres.



ATMOSPHERIC.

Mrs. De Vere.—What a pleasure it is to attend Mrs. Van Smythe's receptions, they have such a delightful literary atmosphere.

Mrs. New Rich.—Yes, the atmosphere was delightful. I found she produced it by having a bottle of Ed. Pinaud's Roman Salts, open in the room. They are the latest French novelty and are simply elegant. I have just purchased a bottle for the same purpose.

ED. PINAUD'S ROMAN SALTS.

(SELS ROMAINS)

The New Fancy Colored SMELLING SALTS.

Superior to and unlike any now on the market, unequalled for delicacy of odor, Permanency, Pungency, and Elegance.

Useful for headache and fatigue. Don't fail to take a bottle for use on the cars and in the country.

The salts are novel and attractive in appearance, and the perfumes such as have made the name of "ED. PINAUD" world renowned.

Muguet (Lily of the Valley.) Lilas. Violet. Royal Peach.  
Heliotrope. Rose. Verveine.  
Lavender. Iris. Jasmine. Peau d'Espagne.

Where not sold by your dealer, we will send, securely packed (all charges paid) any of above odors on receipt of 80 cts.

ROMAN LIQUID for filling up the salt bottles twice after evaporation, per bottle, charges prepaid, 50 cts.

## VIOLETTE REINE.

The most exquisite VIOLET ESSENCE, now the European fad. Used by the nobility and gentry, generally throughout the continent.

New York Importation Office, 46 E. 14th St., N. Y.





## Magazines.

Apropos of the one-hundredth anniversary of his birth, *The Critic* of August 10 contains an article on Joseph Rodman Drake, by Richard Henry Stoddard, with a portrait of the author of "The Culpit Fay" and "The American Flag."

The leading features of the August *Review of Reviews* are: "Theodore Roosevelt," a character sketch by Julian Ralph; "The Clearing of Mulberry Bend," the story of the rise and fall of a typical New York slum, by Jacob A. Riis; "The Third Salisbury Cabinet," by W. T. Stead, and "The Record of the Rosebery Administration,"—all four articles well illustrated. The *Review of Reviews* is an illustrated summary of the world's progress.

The question whether a child is naturally moral or immoral will be taken up by Professor James Sully in *The Popular Science Monthly* for September. This article will be devoted to "Primitive Egoism and Altruism," and will show that many of a child's acts that seem perverse or cruel are explained when we try to look at things from the child's personal standpoint.

The August *Atlantic Monthly* contains several articles which are calculated to create widespread interest. One of the most striking contributions is by Jacob D. Cox, on "How Judge Hoar Ceased to be Attorney-General." Mr. Cox was a member of Grant's cabinet with Judge Hoar, and this paper is an important chapter in our recent political history. Percival Lowell, in his fourth paper on Mars, tries to answer the questions, "Is Mars inhabited, and, if so, by what kind of people?" The second of Mr. Peabody's papers is on "French and English Churches."

Maurus Jókai, the distinguished Hungarian poet, novelist, historian, and patriot, has in the August number of *The Forum* a highly interesting article entitled "My Literary Recollections,"—practically an autobiography of his life. In the same number of *The Forum* is an extremely valuable and interesting article on the "Opening of the Goethe Archives" by Prof. Eric Schmidt, of the university of Berlin, who had charge of the Goethe Archives for several years. "Chautauqua: Its Aims and Influence" is the title of an exhaustive article by Professor Albert S. Cook, of Yale university.

Lenox and Stockbridge are thought of now chiefly for their social prestige and fashionable gayeties. But the prominent part these villages have taken in the literary history of the country is shown by Henry Dwight Sedgwick, of Stockbridge, who contributes to the Midsummer Holiday

Beecham's pills are for biliousness, bilious headache, dyspepsia, heartburn, torpid liver, dizziness, sick headache, bad taste in the mouth, coated tongue, loss of appetite, sallow skin, etc., when caused by constipation; and constipation is the most frequent cause of all of them.

Go by the book. Pills 10c. and 25c. a box. Book free at your druggist's or write B. F. Allen Co., 365 Canal Street, New York.

Annual sales more than 6,000,000 boxes.

(August) *Century* a chapter of "Reminiscences of Literary Berkshire." Mr. Sedgwick is a nephew of Catherine Maria Sedgwick, and has enjoyed the acquaintance of nearly every one of the many notable literary men and women who have visited Berkshire within the past half-century or more. He brings together a collection of anecdotes, and of genial gossip, never before printed, about Fanny Kemble, Macready, President Van Buren, Dr. Channing, Rev. Aaron Burr, G. P. R. James, and many others. The article is accompanied by portraits from old prints and daguerreotypes, and by Harry Fenn's drawings.

## Publishers' Notes.

It is a fact that a discovery was made by Columbus on July 9, 1895. On that day the board of education of the city in Ohio named after the great discoverer, found that the *Natural Course in Music*, published by the American Book Co. was just suited to the needs of the schools. Other boards are making the same discovery. This is an entirely new system based on the principle that music is a language—the highest form of expression—and should be learned as other languages are learned, by using it.

In most lines of manufacture American skill, brains, capital, labor, and machinery are capable of producing articles in every way equal and often superior to those made abroad. This is particularly the case with the American Graphite Pencils of the Joseph Dixon Crucible Co., Jersey City, N. J. They have tough, smooth leads, and are carefully graded. If not familiar with them mention *THE SCHOOL JOURNAL* and send sixteen cents for samples worth double the money.

You press the button the kodak does the rest, we mean the little pocket kodak sold by the Eastman Kodak Co., Rochester, N. Y. It is loaded for twelve pictures one and one-half by two inches, and embodies all the photographic virtues in a dainty little package of aluminum and leather. Send two 2-cent stamps for sample photo and booklet.

Among the good agencies that teachers will find it convenient to consult is the Pennsylvania Educational Bureau, Allentown, Pa. This stands high with school officers and has been very successful in filling positions.

Those who have seen the work done by the No. 4 Caligraph say that it is a model machine. There is one thing certain, the Caligraph does high class work and is very durable. Send for descriptive circular to the American Writing Machine Co., 237 Broadway, N. Y.

## New Books.

The home life of an ordinary family is depicted in Pansy's attractive manner in *What They Couldn't*. The title does not do justice, however, to the tale. The Camerons are "a family of grown sons and daughters, six in number, all of them with expensive tastes and desires, none of them having ever learned even the initial letters of the art of true economy." The experiences common to such people—their efforts at social display, education, etc.—the writer puts us in touch with, through that facile pen that has given those favorite girls' books, "Four Girls at Chautauqua," "Ester Reid," and "Chautauquan Girls at Home." (Boston: Lothrop Publishing Company.)

The many-sided view of the life of Abraham Lincoln, that was given in forty-two articles published in the New York

## The Past Guarantees The Future

The fact that Hood's Sarsaparilla has cured thousands of others is certainly sufficient reason for belief that it will cure you. It makes pure, rich, healthy blood, tones and strengthens the nerves, creates an appetite, and builds up the whole system. Remember

**Hood's Sarsaparilla**  
Be sure to get Hood's  
and only Hood's. **Cures**

Hood's Pills are purely vegetable, hand made, perfect in proportion and appearance.

# BOVININE

The unrivaled liquid  
Food tonic and nerve  
strengtheners. Always  
ready for use.

## DO YOU SUBSCRIBE FOR Educational Foundations

\$1.00 a Year?

This is a monthly text-book for teachers who desire professional advancement.

## Our Times

30 cents a Year.

The ideal paper of current events carefully edited for the school-room. Clubs of two or more 25c. each.

Its circulation has doubled during the last year.

E. L. KELLOGG & CO., New York

J. M. OLCOTT,

HEADQUARTERS FOR

W. & A. K. Johnston's Wall Maps, and all kinds of SCHOOL SUPPLIES, 9 West 14th St., New York.

## USE BARNES' INK.

A. S. BARNES & CO., 56 E. 10th St., N. Y.

READERS will confer a favor by mentioning *THE JOURNAL* when communicating with advertisers.

*Independent*, is placed now in the permanent form of a well-printed, thoroughly bound volume of two hundred and ninety-five pages. The inspiration for these efforts was the thirtieth anniversary of Mr. Lincoln's assassination, and the writers were personal friends and acquaintances. Grouped under the title of *Abraham Lincoln: Tributes from His Associates*, we find a vivid account of the assassination by one of the actors at Ford's theater; Lincoln as a story-teller; his favorite books; his knowledge of human nature; his pleading for a deserter; recollections and anecdotes; letters and addresses. It is altogether a harmonious arrangement of interesting material ably prefaced by the Rev. Wm. Hayes Ward. (T. Y. Crowell & Co., Boston and New York. \$1.25.)

In the dainty covers of the Bijou Series, a translation from the French writer, Gyp, appears. It is *Chiffon's Marriage*, and Mrs. Patchett Martin's rendering is stamped with the approval of the author. (New York: Frederick A. Stokes Company. 50 cents.)

On the other side of the water considerable literary interest has been aroused by a Russian book combining the recollections and biography of a rarely-endowed woman. *Sonya Kovalévsky*, is translated from the Russian and Swedish by Isabel F. Hapgood and Anna Carlotta Leffler. The heroine's story is a real one. She was professor of higher mathematics at the University of Stockholm, and her works are considered authorities among mathematicians. She achieved the highest success in her special field of knowledge, and was also charming in society, and fascinating in face and manner. Her refusal to sacrifice her intellectual life for love brought her to an unhappy end, and she died in 1891 of a broken heart. (New York: The Century Company. \$1.75.)

The dedication of *The Old Red School-House*, to the grown-up boys and girls who were her pupils at the Buckingham Friends' school at the time it was written, gives evidence of it being founded upon fact. It is a temperance story that circles about the pupils of Hillside school, and the boy-and-girl events of school days cover some 127 pages of reading matter. (Friends' Book Association of Philadelphia.)

The large circle of Mr. Stockton's readers will greet with interest the announcement of a new volume from his pen. Although it has not quite the unique qualities of his early "Rudder Grange" and "The Late Mrs. Null," there is a quantity of imaginative power in *The Adventures of Captain Hall*. The hero traverses the seas from Patagonia to Maine and from San Francisco to Paris. He experiences enough variety of scenes and happenings to stock three times the four hundred pages Mr. Stockton covers so cleverly. (New York: Charles Scribner's Sons. \$1.50.)

#### Vacation Time

Is at hand and is gladly welcomed by all, especially those whose duties in life have caused them to greatly run down their system to meet the requirements, physical and mental, forced upon them. With these and others it is important, whether at home, at the seashore, or in the country, that some thought be given to diet, and as further assistance to Nature, a good building-up medicine like Hood's Sarsaparilla had best be resorted to. Why not take Hood's Sarsaparilla now?

#### During the Teething Period.

Mrs. Winslow's Soothing Syrup has been used for over Fifty Years by Millions of Mothers for their Children while Teething, with Perfect Success. It Soothes the Child, Softens the Gums, Allays all Pain; Cures Wind Colic, and is the best remedy for Diarrhoea. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

# Pears'

Unless you have used Pears' soap, you probably do not know what we mean by a soap with no free fat or alkali in it—nothing but soap.

The more purely negative soap is, the nearer does it approach perfection

## The St. Denis Hotel

BROADWAY AND ELEVENTH STREET,  
Opposite Grace Church, NEW YORK.

The St. Denis is the most centrally located hotel in the metropolis, conducted on the European plan at moderate prices. It has been recently enlarged by a handsome addition that doubles its former capacity. The new Dining Room is one of the finest specimens of Colonial Decoration in this country. Within a radius of a few blocks from the hotel are all the educational publishers of the city.

WILLIAM TAYLOR, PROP.

At the End of Your Journey you will find it a great convenience to go right over to  
**The GRAND UNION HOTEL**  
Fourth Ave., 41st and 42d Sts.,  
Opposite Grand Central Depot, New York.  
Central for shopping and theatres.  
Baggage to and from 42d St. Depot free.  
Rooms, \$1.00 per day and Upwards.

## Blackboard Stencils are the Best Aids for Illustrations.

We have about 50 designs of flowers, plants, fruits, &c., for botany study. A 10-cent stencil and a 5-cent stencil sent as samples for five two-cent stamps. We have about five hundred of all kinds. Price list free.

E. L. KELLOGG & CO., 61 E. 9th St., N. Y.



**SUPERFLUOUS HAIR,**  
Skin Diseases and Facial Blemishes removed. Regular Physicians. Consultation free; office or letter. John H. Woodbury Dermatological Institute, 127 W. 43d St., N. Y. Branches in Boston, Philadelphia, Chicago, St. Louis. Inventor of Woodbury's Facial Soap.

**KIDDER'S PASTILLES.** A Sure relief for Asthma. Price 50 cts. by mail. STOWELL & CO., Charlestown, Mass.

THE GREAT AMERICAN TEA COMPANY **LADIES!**  
Do you like a Cup of GOOD TEA?

If so, send this advertisement and 15 cents in stamps and we will send you a ¼ lb. sample of the best T imported. Any kind you may select.

## HOW ARE YOUR CHINA CLOSETS?

Are the old dishes chipped and cracked, and unsuited to setting off a spotless table-cloth? We will replenish it FREE.

Why drink poor Teas and Coffees, and ruin your health, when you can get the best at cargo prices? **PREMIUMS** for all—Dinner, Tea and Toilet Sets, Banquet and Hanging Lamps, Watches, Clocks, Music Boxes, Cook Books, Watch-Clocks, Chenille Table Covers, Cups and Saucers, Plates, Knives and Forks, Tumblers, Goblets, given to Club Agents.

**GOOD INCOMES** made by getting orders for our celebrated Teas, Coffees, Baking Powder and Spices. Work for all. \$3½ lbs. of Fine Teas by mail or express for \$2.00; charges paid. Headquarters in U. S. for Pure Teas, Coffees, Extracts, Baking Powder and Spices. Beautiful Panel (size 14x28 inches) FREE to all Patrons. For full particulars, address

The Great American Tea Co.,  
31 & 33 Vesey Street,  
P. O. Box 289. NEW YORK.

## For Summer Reading

GET

## Parker's Talks on Pedagogics.

The greatest Educational Book of the time. Col. Parker's greatest work.

It will give you new inspiration for next year's work. You can't afford to let the year go by without needing it. 507 pages. Handsomely bound.

Price \$1.50; to teachers \$1.20; postage 12 cents.

E. L. KELLOGG & CO.,  
NEW YORK and CHICAGO.

**TEACHERS' AIDS.** What book can give you most help in Geography, Methods in Arithmetic, History of Education, etc. Send 6 cents. E. L. KELLOGG & CO., 61 East Ninth Street, New York.

**READERS** will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

MON. TUES. WED. THUR. FRI. SAT. SUN.  
**SAPOLIO**  
USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.



## TWO BOOK COURSES. IN ARITHMETIC.

Essentials of Arithmetic. Parts I. and II.  
By G. A. SOUTHWORTH.

## IN LANGUAGE AND GRAMMAR.

First Lessons in Language, and  
Elements of Composition and Grammar.  
By SOUTHWORTH and GODDARD.

These are works of sterling merit. There are many other such upon our list.  
Our Catalogue, Price List and terms of introduction and Exchange sent on application.

LEACH, SHEWELL & SANBORN, New York, Boston, Chicago

## A MODEL TEXT-BOOK. HUTCHISON'S PHYSIOLOGY AND HYGIENE. Revised Edition, 1895.

The rapid increase in the sale of this book has necessitated the making of a new set of electrotype plates and advantage has been taken of this opportunity for making any changes that would keep the book fully up to date. Among the new features will be noticed a more pleasing style of type, new illustrations, a new chapter on first aid in accidents, topical outlines, experiments, etc. The new edition, like the previous one, fully meets the requirements of the laws prescribing instruction in the nature and effects of alcoholic stimulants and narcotics.

Price for introduction \$1.08, for exchange, 60 cents.

MAYNARD, MERRILL & CO., Publishers, 43-47 East Tenth Street, New York.  
H. I. SMITH, 14 Ashburton Place, Boston. J. D. WILLIAMS, 151 Wabash Ave., Chicago.

## MESERVEY'S TEXT-BOOKS IN BOOK-KEEPING.

December, 1894, the Single Entry adopted for use in all the Grammar Schools of the CITY OF CHICAGO.

February 22, 1895, by act of Legislature for all the Free Schools of the State of WEST VIRGINIA.

Meservy's Text-Books are found to meet all the requirements of High and Grammar Schools in an entirely satisfactory manner.

Examination copy sent: Single and Double Entry for 50 cents; Single Entry, 30 cents. Correspondence requested.

THOMPSON, BROWN & CO., Publishers, BOSTON, CHICAGO.



"IMPROVEMENT THE ORDER OF THE AGE."

## THREE NEW MODEL SMITH PREMIER TYPEWRITERS

Nos. 2, 3, AND 4.

HAVE YOU EXAMINED THEM?

MANY IMPROVEMENTS Heretofore Overlooked by Other Manufacturers.

Address THE SMITH PREMIER TYPEWRITER COMPANY,  
Branch Offices in Twenty-Nine Principal Cities in the United States. Syracuse, N. Y., U. S. A.

Vertical Practice Paper. Examination Papers.  
Nickel Clips for Exhibit Papers. Pens for Vertical Writing.

GENERAL SCHOOL SUPPLIES.

Correspondence Solicited. Write for Samples, Prices, and Estimates.

PECKHAM, LITTLE & CO., 56 Reade Street, NEW YORK.

## KINDERGARTEN AND SCHOOL SUPPLIES.

Send for Catalogue.

J. W.  
SCHERMERHORN & CO.  
3 EAST 14TH STREET,  
NEW YORK.



BUCKEYE BELL FOUNDRY,  
— CINCINNATI, O., U. S. A. —  
Best Grade Copper and Tin  
School, College & Academy BELLS  
Price and Terms Free. Name this paper



Musical, far sounding, and highly satisfactory Bells for schools, Churches, &c.  
WESTFELY & CO., Established  
NEW YORK, N. Y. 1826.  
Description and prices on application

## The Step-Ladder.

A collection of Prose and Poetry designed for use in Children's Classes in Education and for Supplementary Reading in Public and Private Schools.

By MARGARET A. KLEIN.

Extract from Letter from Dr. C. W. Emerson, Pres. Emerson College of Oratory, Boston, Mass.: "I have looked a copy of The Step-Ladder through carefully. I am simply delighted with it, and have no criticism for it whatever. I greatly admire the judgment displayed in the selections. The Introduction shows a thorough grasp of the philosophy that underlies the best teaching of reading. I fully and heartily endorse the book in every way."

Cloth, 12mo. Price, postpaid, 75 Cts. Special rates for introduction.

A. S. BARNES & CO., Publishers,  
56 East Tenth St., New York.

We Sell

## School Books

of all publishers, both new and second-hand, at greatly reduced prices. Send for our catalogue to-day. You'll be amazed to find how much money you can save.

Author Hinds  
&  
Company,

4 Cooper Institute,

New York  
City.



Manufactured by  
HYATT SCHOOL SLATE CO., (Limited)  
Bethlehem, Pa.

WE ALSO MANUFACTURE UNRULED SLATES, BOTH NOISELESS AND FLAIN.

says do city use one  
Elementary Sounds  
and Diacritical Marks

Fully explained and illustrated by the

Step by Step Primer

in Burns Pronouncing Print.

Every teacher needs this book to give daily drill on the sounds of the language. Its introduction would revolutionize the teaching of Reading. We want every teacher to actively interest herself to secure its use. Price, 25 cents per copy. Special terms for introduction.

E. L. KELLOGG & CO., New York & Chicago.